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ABSTRACT

A project was conducted to develop and implement a field-based inservice and preservice model to increase vocational education services to disadvantaged students in the Centre Region of Pennsylvania. With the help of an advisory committee, the following activities were carried out: (1) an instructional resource team was developed and services were provided to six schools in the Centre Region of Pennsylvania; (2) 42 teachers and approximately 280 disadvantaged students profited from the services of the instructional resource team; (3) an informal dissemination network was developed among the six participating schools and resource team members; (4) resource libraries containing special needs resource materials were initiated in two schools; and (5) a resource manual was developed for Altoona and Cumberland-Perry schools to disseminate information about community agencies that provided services to disadvantaged clientele. Following a review of the project materials, teacher surveys, advisory committee reports, and interviews with the project staff, recommendations were made to expand the instructional resource team model, to increase the time spent in each school, to conduct a needs assessment in a school before implementing services, and to develop a peer tutor model and volunteer aid model to respond to the need for direct services to teachers. (Author/KC)

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THE
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DEPARTMENT
OF
VOCATIONAL
EDUCATION

FINAL REPORT

THE FORMULATION OF AN INSTRUCTIONAL RESOURCE TEAM FOR THE TRAINING OF VOCATIONAL TEACHERS OF DISADVANTAGED LEARNERS

JERRY WIRCENSKI, PROJECT DIRECTOR
NORM L. TILTON, PROJECT FACILITATOR
DIVISION OF OCCUPATIONAL AND VOCATIONAL STUDIES
THE PENNSYLVANIA STATE UNIVERSITY

Pennsylvania Department of Education
Bureau of Vocational Education
(Project No. 94-2024)
July 1, 1981 - June 30, 1982

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FINAL REPORT

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(Contract Number 94-2024)

Jerry L. Wircenski

Norm L. Tilton

Division of Occupational and Vocational Studies
The Pennsylvania State University
University Park, PA 16802

July 1, 1981 - June 30, 1982

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL EDUCATION

RESEARCH COORDINATING UNIT
FOR VOCATIONAL EDUCATION

DISCLAIMER

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ACKNOWLEDGEMENTS

The cooperation of many individuals has been a necessary requirement to the success of this project. The project staff appreciates the cooperation of the AVTS's that participated in the project. The efforts on the part of the administrators, coordinators, and teachers to facilitate tasks of the project staff are commendable.

Recognition and appreciation is also extended to the members of the project advisory committee for their creative suggestions and guidance. Through their dedication of time and concern much has been accomplished.

The financial, as well as, constant moral support provided by the Pennsylvania Department of Education, Bureau of Vocational Education is greatly appreciated. In particular, the project staff thanks Clara Gaston for her guidance and encouragement in this endeavor.

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Finally, a special thank you is offered to those graduate students whose diligent work and dedication has made this project possible. They are: David Just, Kathy Williams, Barbara Wade, and William Wade.

Dr. Jerry Wircenski
Project Director

Norm Tilton
Project Coordinator

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ABSTRACT

94-2024: The Formulation of an Instructional Resource Team for the Training of Vocational Teachers of Disadvantaged Learners

Jerry L. Wircenski
Division of Occupational and Vocational Studies
The Pennsylvania State University
University Park, PA 16802

$48,922.00
7/1/81 to 6/30/82

The purpose of this project was to develop and implement a field-based inservice and preservice model to increase vocational education services to disadvantaged students in the Centre Region of Pennsylvania.

Objectives

1. To select and train a three-member instructional resource team for the delivery of inservice and preservice training needs of teachers of disadvantaged learners.

2. To design and implement a field-based model for the pre-service training of certificate and/or degree students enrolled in the vocational teacher training program at The Pennsylvania State University.

3. To develop a practical model for the identification and utilization of community resources available to vocational teachers at two (2) selected Centre Region vocational schools in the Commonwealth of Pennsylvania.

Outcomes

1. An Instructional Resource Team was developed and services were provided to six schools in the Centre Region of Pennsylvania.

2. Forty-two teachers and approximately 280 disadvantaged students profited from the services of the Instructional Resource Team.

3. An informal dissemination network was developed among the six participating schools and resource team members.

4. Resource libraries containing special needs resource materials were initiated in two schools.

5. A resource manual was developed for Altoona and Cumberland-Perry to disseminate information about community agencies that provided services to disadvantaged clientele.

Audience

The Instructional Resource Team model will be of interest to personnel in university teacher preparation programs and state education agencies.

Published Materials

- Final Report
- Community Resource Pamphlets for Altoona and Cumberland-Perry AVTS service areas.

BACKGROUND/PURPOSE

The vocational education of special needs learners has been a major emphasis of preservice and inservice training efforts in Pennsylvania. Course work and workshops have been designed to prepare teachers to work with specific needs of handicapped and disadvantaged students in vocational classes. Unfortunately, the impact on the delivery of services for disadvantaged students has been less than satisfactory. This problem has been complicated by two factors:

1. Most of the efforts for working with special needs learners have focused on handicapped students. The disadvantaged population has received less attention in teacher training programs and inservice activities than has the handicapped population.

2. Teacher training programs have been limited in the amount of hands-on experiences that can be provided in preservice activities.

As a result, future teachers tend to graduate with little direct experience that will help them teach disadvantaged students - - a population that will dominate much of their teaching efforts.

The Pennsylvania State University has demonstrated a longstanding commitment to the improvement of teacher education for disadvantaged learners. The faculty in the Division of Occupational and Vocational Studies has directed numerous research activities to address this problem including:

The development of a Reading Skills Curriculum for Disadvantaged Learners.

The development of a Math Skills Curriculum for Disadvantaged Learners.

The development of an Employability Skills Curriculum for Disadvantaged Learners.

A manual of School-to-Work Transition Skills for Disadvantaged Learners.

As each of the above products was completed, the project staff conducted extensive dissemination activities with local teachers in Pennsylvania. The products were also integrated into the teacher preparation courses at the University. As effective as these activities were, the project staff was still concerned with the delivery of services to disadvantaged students at the local level. It was evident that local educators were in need of additional help to effectively teach disadvantaged learners in vocational education. Therefore, a new service delivery model was developed and implemented through this project.

The model involved the development of an Instructional Resource Team. The resource team was trained to provide inservice activities at the local school on a one-to-one and small group basis. The focus of the inservice was on the improvement of instructional practices for disadvantaged students who were currently enrolled in vocational classes. The resource team approach was designed to overcome the limitations identified earlier, i.e. (1) the emphasis of inservice changed from handicapped learners to disadvantaged learners and (2) the method of delivery increased the opportunities for hands-on, practical experiences.

Two additional components completed the scope of this model. First, undergraduate students were encouraged to work in the local schools with the resource teams. This participation increased the amount of hands-on experiences provided to prospective teachers. Second, a community resource bank was developed for two of the area vocational-technical schools involved in the project. The Resource Bank provided teachers with a directory of community agencies that provide services to disadvantaged students or teachers of disadvantaged students.

When taken as a whole, the Instructional Resource Team model served as a linkage of the University, local school, and community. The University provided a resource team to local teachers and thus extended the traditional training program. Local educators improved the services provided to disadvantaged students through the individualized inservice activities. Finally, community resources were linked to the schools through the development of the resource bank. In total, the model provided a vehicle for increased communication among service-providers and improved teaching practices for disadvantaged students.

PROCEDURES

Goals and Objectives

The goal of this project was to improve the quality of services provided to disadvantaged students in vocational education. Three objectives were developed to achieve this goal. These objectives were:

1. To select and train a three-member instructional resource team for the delivery of inservice and preservice training needs of teachers of disadvantaged learners.

2. To design and implement a field-based model for the preservice training of certificate and/or degree students enrolled in the vocational training program at Penn State University.

3. To develop a practical model for the identification and utilization of community resources available to vocational teachers at two selected Centre Region vocational schools in the Commonwealth of Pennsylvania.

The procedures used to implement these objectives will be described in the following section.

Objective 1: Instructional Resource Team

Advisory Committee. A ten-member Advisory Committee was selected. The Advisory Committee consisted of representatives from the area vocational-technical schools, area community college, and the Pennsylvania Bureau of Vocational Education (Appendix A). The advisory Committee met on October 30 to obtain input to guide the project activities and to seek recommendations for local school participation in the project. The Advisory Committee generated a list of seventeen suggestions that the resource team should consider when assisting classroom teachers (Appendix B).

A follow-up Advisory Committee meeting was held on May 13, 1982. This meeting was attended by the committee members and by representative

teachers and administrators from each participating school. Each school presented a summary of the services that had been provided by the Resource Team (Appendix C). There was general agreement by the committee that the Resource Team had provided a valuable service and that efforts should be made to expand the services (Appendix C).

Instructional Resource Team. The Resource Team was composed of five members throughout the 1981-82 year: Norm Tilton, Kathy Williams, David Just, Barbara Wade and William Wade. Mr. Tilton served as coordinator of the team activities. Each team member was assigned to specific schools during the two ten-week sessions. After the sites were assigned, the team member contacted the director of the school and made arrangements for the visitation activities. The needs of each school were assessed and and priorities determined. An initial meeting of all the participating teachers was held to explain the project activities. Thereafter, individual meetings were held with teachers. Team members visited the schools approximately ten times in the ten-week period. Team members maintained a log of the services provided to each teacher and school. These services are summarized in Appendix D. In general, the following services were provided:

1. Identification of disadvantaged students and services needed
2. Development of lesson plans and activities to help disadvantaged students
3. Curriculum modifications
4. Identification of resources to assist with instructional delivery
5. Diagnosis of reading materials and student competency
6. Development of new materials

7. Development of competency-based materials

8. Grading alternatives for special needs students

The services provided by the resource team were directed toward "capacity-building," i.e. activities were designed to improve the teacher's capability to serve disadvantaged students over a long period of time. The resource team emphasized that their role was not to serve as tutors or as teacher aides but to help teachers develop instructional strategies that would improve the quality of teaching.

Selection of Schools and Teachers. During the Fall of 1981, a letter and project abstract was sent to the twenty-one area vocational-technical schools within the Centre Region served by Penn State University. The letter described the purpose of the project and services that would be provided by the instructional resource team (Appendix E). Responses were received from approximately 16 of the 21 schools contacted. Six schools were selected on the basis of need to participate in the project. They were:

Winter Term

Altoona Area Vocational-Technical School

Lancaster-Brownstown County Area Vocational Technical School

Huntingdon County Area Vocational-Technical School

Williamsport Area Vocational-Technical School

Spring Term

Bradford County Area Vocational-Technical School

Cumberland-Perry Area Vocational-Technical School

A Resource Team member was assigned to each school. A follow-up letter was sent to the school by the team members. The team members met with the contact person at the school and discussed the method used to select

participating teachers. In most schools, the teachers were selected on a volunteer basis. In one school, the team member was asked to interview the faculty to determine which teachers should participate. All of the participating teachers had a high percentage of disadvantaged students enrolled in their classes. Many of the teachers were relatively new to their teaching assignments and were therefore interested in traditional teaching techniques for disadvantaged students as well as new techniques and resources.

Objective 2: Field-Based Preservice Model

The field-based preservice model was designed to expand the hands-on experiences for future teachers in vocational education. The model provided undergraduate and graduate students with the opportunity to work with the Instructional Resource Team. Students gained exposure to the needs of vocational teachers who were actively engaged in teaching disadvantaged students. The model provided students with a realistic application of the theoretical concepts they studied in teacher preparation classes.

Recruitment. In order to recruit students for participation, a notice was distributed and discussed in the undergraduate teacher education (vocational education/special education) classes as well as posted in the Rackley Building. The notice described the opportunity and listed details of the project. Students were allowed to enroll for independent study and to earn one to three credits for their participation in the project (Appendix F).

Ten students enrolled in the field-based activity. Students were required to work 3-5 hours per week for one hour of credit and 10-12 hours per week for three credits. Students were assigned to an Instructional

Resource Team member and were asked to participate in on-site visits whenever possible. Because the student scheduling limited the number of on-site visits, the majority of their responsibilities were transferred to on-campus resource work. When Resource Team members returned from an on-site visit, they would meet with the student, describe the teacher needs in the field, and assign a problem-solving experience. The activities included conducting readability checks, identifying needed resources, locating supplemental materials and developing teaching aids to be used with disadvantaged students.

Objective 3: Community Resource Bank

Two schools were selected for inclusion in the community resource development model: Altoona Area Vocational-Technical School and Cumberland-Perry Area Vocational-Technical School. The procedure followed for development of the Resource Bank was simple and therefore transportable. Community directories were used as the primary sources of agency identification. Agencies were identified that dealt with problems common among disadvantaged populations. The services provided by these agencies were classified by their primary purpose: Educational Support, Social-Personal Need, and Economic Support. A pamphlet was developed for each of the two communities. The pamphlets described the types of services, the services provided, and contact information for each community agency. All teachers in each school were provided with copies of the Resource Bank Pamphlet. (Copies available under separate cover.)

In addition to the Community Resource Bank, each school was provided with a set of materials designed to help them integrate disadvantaged students into community employment. The resource materials

included manuals such as Puzzled About Special Needs, Whatever It Takes, and Tools, Equipment and Machinery. A Resource Center was set up in each of the two participating schools, Altoona and Cumberland-Perry. Materials in the Resource Centers were selected because they emphasized the employability needs of special needs learners and are designed to assist in the transition from school to work.

ANALYSIS

Three methods of evaluation were used to analyze the results of the project. First, a survey instrument was administered to all participating teachers. Second, the Advisory Committee conducted an evaluation of the project at the May follow-up meeting. The results of the analyses will be described in this section. Finally, a third-party evaluator conducted a review of the project activities. This review will be included in the conclusions section of the report.

Objective 1: Instructional Resource Team

An evaluation survey was administered to the 42 teachers who participated in the project. Responses were obtained from 54% of the teachers. The survey included items concerning the number of disadvantaged students served, the types of services provided, and suggestions for improvement.

The results of the returned surveys indicated that at least 140 disadvantaged students profited from the project activities. The actual number of students is estimated to be 280 based on the return rate of the survey. Furthermore, the responses suggested that the activities had the potential to continue to help disadvantaged learners who would be enrolled in clasees in the future. Therefore, it is anticipated that there will be a long range impact of the project on the number of students served.

Ninety-nine percent (99%) of the respondents reported that the Instructional Resource Team was a helpful service. Only one (1) respondent indicated that the service was not helpful. That respondent indicated that he was unable to use the service effectively because of his own scheduling constraints. He reported that he felt that there

was "much benefit to be derived from the service."

The survey results indicated that most of the teachers (97%) utilized the Resource Team for three or more types of services. The services that were most frequently utilized are listed in rank order as follows:

1. Assisted in finding teaching materials (66%)
2. Helped to determine reading levels of textbooks and other materials (62%)
3. Assist with reading problems (57%)
4. Helped to identify learning problems (57%)
5. Assist with math problems (43%)
6. Assisted in developing teaching techniques (43%)
7. Help revise unit or lesson plans (38%)
8. Provided films or film resources (33%)
9. Conducted library research (29%)
10. Helped to find community resources/guest speakers (5%)

The comments provided by the participants were overwhelmingly positive. The resource team services were found to be needed and were effectively utilized. Two concerns were expressed by several of the respondents. First, many respondents felt that the resource team concept should be expanded so that team members could spend more time in the schools. Second, several respondents stated that they were in need of increased "tutoring" services even though that was not the intent of the project.

The survey findings were supported by verbal testimony given by participating teachers. Representatives from each school attended the May Advisory Committee meeting and reported that the resource teams were well received in the schools. There was a general agreement that the

the services were limited by the time and funding constraints necessitated by the scope of the project.

Objective 2: Field-Based Preservice Model

The field-based preservice model was not as successful as the project staff anticipated. Although preservice students did participate extensively in on-campus activities, their field-based activities were limited. Students were unable to free themselves from their class schedules to accompany the resource teams in the field. Only three students were able to make on-site visits for the entire ten-week term. The project staff felt that the field-based activities were an important addition to the preservice experience. However, all staff members suggested that an alternative model be developed to help students obtain necessary field experiences.

Objective 3: Community Resource Model

The community resource model was found to be a natural outgrowth of Objectives 1 and 2. The Instructional Resource Team found that there was a high need for a resource manual of services in the community. Teachers reported that they were unaware of the services available in the community, and therefore they were unable to refer students to these resources. Evaluation of the impact of this activity was not possible at the time that this report was filed because dissemination of the resource guides was scheduled for fall 1982. The actual impact of the model should be conducted in subsequent years.

CONCLUSIONS AND RECOMMENDATIONS

Third party evaluation -- Observations

The Instructional Resource Team model has the potential to make a significant impact on the delivery of vocational education for disadvantaged students. The survey results and project documents indicated that there is a need for teacher-preparation institutions to continue their field-based preservice and inservice activities. This need is particularly evident in the area of service provision to disadvantaged students. Even though Pennsylvania has already demonstrated a strong commitment to disadvantaged learners in vocational education, the field-based activities suggested that there is a continuing need for basic inservice and pre-service activities related to disadvantaged students.

A review of the project procedures indicated that the administration and organization of the project was handled efficiently. As a result, the anticipated goals were achieved. A model for teacher preparation was developed that blended the University, local schools, and community agencies. If this model is expanded and continued, it would be a valuable service to teachers and to disadvantaged students.

Conclusions

1. An Instructional Resource Team was developed and services were implemented in six schools in the Centre Region of Pennsylvania.

2. Forty-two teachers and approximately 280 disadvantaged students profited from the services of the Instructional Resource Team.

3. The services found to be the most frequently utilized by local teachers were: (a) assistance with finding teaching materials, (b) assistance with student reading and math problems, and (c) identification of learning problems and related teaching techniques.

4. The services provided by the Instructional Resource Team were reported to be effective by teachers and administrators (Appendix G).

5. The ten-week session was an insufficient time period to respond to the requests for services by teachers at the schools.

6. The field-based preservice model was found not to be the most effective model for providing field experiences for future teachers primarily because of scheduling difficulties.

7. The community resource model provided an initial step toward the goal of increased school-community coordination.

Recommendations

The following recommendations were made based on a review of the project materials, teacher surveys, Advisory Committee reports, and interviews with the project staff.

1. The Instructional Resource Team model should be expanded to include an increased number of team members and schools served.

2. The length of time spent in each school should be increased from ten weeks to twenty weeks in order to meet the requests of the participating schools.

3. The 1981-82 Instructional Resource Team should serve as mentors to new members added to the Team in future years if the project is continued. A team training manual should be developed with procedures, guidelines, and suggestions for new team members.

4. The Instructional Resource Team model should be disseminated to other Pennsylvania universities and implemented in each of the three regions.

5. The Resource Team members should conduct a needs assessment and special needs "orientation" assessment prior to implementing services in a school. This information should be used to develop a plan of action for services in the school.

6. The Resource Team should continue to emphasize their role as "capacity-builders" and minimize their role of student service providers even though encouraged to tutor by local teachers.

7. A peer tutor model and volunteer aid model should be investigated by Resource Team members to respond to the need for direct services by teachers.

8. An alternative preservice model should be developed by the project staff that will increase student participation in the field-based preservice program.

DISSEMINATION

The project activities were disseminated in an article in Center Update, Fall 1981 (Appendix H). The article entitled "On-Site Training of Vocational Teachers of Disadvantaged Learners by Penn State" provided a brief overview of the project activities and outcomes. A second article will be submitted to the National Association of Vocational Special Needs Personnel (NAVESNP) Journal for potential publication. A presentation was also made at the statewide Pennsylvania Education Conference in June, 1982.

An unexpected outcome of the project was the dissemination network that developed informally among the participating schools and Resource Team members. The team members served as a vehicle for the interchange of ideas and resources among the six schools involved in the project activities. This informal network was probably the most effective source of dissemination. The team members had the opportunity not only to disseminate information, but also to assist local teachers adapt and utilize the information in their classrooms.

Additional dissemination activities of the model itself should be conducted with other universities in Pennsylvania so that the service could be implemented on a statewide basis.

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APPENDIX A

Advisory Committee List
and Calendar of Project Activities

ADVISORY COMMITTEE

VOCATIONAL INSTRUCTIONAL RESOURCE TEAM FOR TEACHERS OF DISADVANTAGED

Edith Walker Altoona AVTS
1500 4th Ave.
Altoona, PA 16603

Clair Greene
Altoona AVTS
1500 4th Ave.
Altoona, PA 16603

Russell Tripony
Cleardield AVTS
RR#1, Box 5
Clearfield, PA 16830

Joseph Saam
Lebanon County AVTS
833 Metro Drive
Lebanon, PA 17042

William A. Holmes
Williamsport Area Community College
1001 West Third Street
Williamsport, PA 17701

Doug Koons
Cumberland-Perry AVTS
110 Willow Mill Road
Mechanicsburg, PA 17055

George Seiler
Bradford County AVTS
RD#1
Towanda, PA 18848

Clara Gaston
Disadvantaged and Handicapped Education,
Adviser
Bureau of Vocational Education
Commonwealth of Pennsylvania
Box 911, 333 Market Street
Harrisburg, PA 17108

Karen Pisula
Lincoln Intermediate Unit #12
Box 70
New Oxford, PA 17350

Connie Infield
State College Area High School
653 Westerly Parkway
State College, PA 16801

CALENDAR OF ACTIVITIES

19___ - 19___

July	Activity	Date Completed
1.	Review literature on training needs of vocational teachers.	
2.	Review various field-based training models.	
3.	Review literature on community resource models.	
4.	Form instructional resource team.	
5.	Meet weekly with resource team for progress report on project.	
6.	Train instructional resource team leaders.	

August	Activity	Date Completed
1.	Solicit invitations to join advisory committee.	
2.	Request participation from six AVTS located in Central PA. Maximum of 90 Vocational teachers.	
3.	Meet weekly with resource team for progress report on project.	
4.	Continue to train resource team leaders.	

State the activity and show the date completed.

CALENDAR OF ACTIVITIES

19___ - 19___

September	Activity	Date Completed
1.	Contact Industrial Voc Teachers working with disadvantaged learners.	
2.	Solicit participation from certified and degree students.	
3.	Select tentative date for Advisory board meeting. October 30, 1981 - Nittany Lion Inn.	
4.	Monitor responses from Voc Directors pertaining to schools participation in project.	
5.	Coordinate all activities pertaining to advisory board meeting.	
6.	Weekly progress report meetings pertaining to project.	

October	Activity	Date Completed
1.	Solicit student participants for project by attending all vocational-industrial undergraduate classes.	
2.	Solicit student participation for project by attending all meetings.	
3.	Begin screening students for participation in project.	
4.	Select six vo-tech schools from total responses.	
5.	Inform those vo-tech that are selected for the program.	
6.	Thank those Vo-Tech schools we can not service at this time for their interest in our project.	
7.	Meet with vocational directors and participating voccational teachers concerning project scope . Maximum of ninety teachers.	
8.	Design field based model for P.S.U.	
9.	Weekly progress reports with Dr. Wircenski.	
10.	Advisory board meeting October 30 1981 - 11:30-3:00 P.M. Nittany Lion Inn.	

State the activity and show the date completed.

CALENDAR OF ACTIVITIES

19___ - 19___

November Activity	Date Completed
1. Train student participants for project.	
2. Review literature on community resource models.	
3. Select 2 AVTS regions for participation in project.	
4. Implement In-Service program at three area vo-techs for winter term.	
5. Evaluate in-service program on a continual basis (week-to-week)	
6. Weekly progress reports with Dr. Wircenski.	

December Activity	Date Completed
1. Implement field-based model.	
2. Formulate available community resources in selected AVTS regions.	
3. Resource teams to Altoona, Williamsport, and Huntingdon AVTS on a weekly basis.	
4. Monitor resource team results on a daily basis.	
5. Evaluate field-based model.	
6. Weekly progress reports with Dr. Wircenski.	

State the activity and show the date completed.

CALENDAR OF ACTIVITIES

19___ - 19___

January Activity	Date Completed	February Activity	Date Completed
1. Continue evaluating field-based model.		1. Review lists of available community resources in two participating AVTS regions.	
2. Resource teams to Altoona, Williamsport, and Huntingdon AVTS on a weekly basis.		2. Resource teams to Altoona, Williamsport and Huntingdon AVTS on a weekly basis.	
3. Monitor resource team results on a daily basis.		3. Monitor resource team results on a daily basis.	
4. Evaluate field-based model		4. Evaluate progress and results of resource teams to date.	
5. Weekly progress reports with Dr. Wircenski.		5. Solicit student participation for Spring term resource teams. Speak to all Voc-Ed classes and VICA.	
		6. Screen students for participation in project.	
		7. Select three vo-tech sites for spring term participation in project.	
		8. Inform those vo-tech schools that are selected for the program.	
		9. Thank those vo-tech schools we can not service at this time for their interest in our project.	
		10. Meet with vocational director and Vocational teachers concerning project scope. Maximum of 90 teachers.	
		11. Weekly progress reports with Dr. Wircenski.	

State the activity and show the date completed.

CALENDAR OF ACTIVITIES

19___ - 19___

March	Activity	Date Completed
1.	Train student participants for project.	
2.	Implement in service program at three area Vo-tech schools for spring term.	
3.	Resource teams to AVTS on a weekly basis.	
4.	Monitor resource team results on a daily basis.	
5.	Begin soliciting and receiving evaluations on project from participating schools during the winter term.	
6.	Weekly progress reports with Dr. Wircenski.	

April	Activity	Date Completed
1.	Resource teams to selected AVTS on a weekly basis.	
2.	Monitor resource team results on a daily basis.	
3.	Evaluate field based model.	
4.	Begin assembling evaluation results from winter term portion of project.	
5.	Continue to assemble community resource model.	
6.	Weekly progress reports with Dr. Wircenski.	

State the activity and show the date completed.

CALENDAR OF ACTIVITIES

19___ - 19___

May	Activity	Date Completed
1.	Resource teams to selected AVTS on a weekly basis until final wrap-up of project.	
2.	Monitor resource team results on a daily basis.	
3.	Disseminate resource team results to all interested parties.	
4.	Disseminate field-based training model information to all parties involved in project.	
5.	Assemble and distribute Community resource model to other interested AVTS's	
6.	Evaluate overall project objectives at Advisory Board Meeting.	
7.	Weekly progress reports with Dr. Wircenski.	

June	Activity	Date Completed
1.	Write final report.	
2.	Disseminate project results.	
3.	Third party evaluation of entire project.	
4.	Disseminate fundings, Project advisor committee meeting.	
5.	Submit final report and project elements to PDE by Sept. 30, 1982.	

25

State the activity and show the date completed.

APPENDIX B

Advisory Committee Agenda and Minutes
for October 30, 1981 Meeting

ADVISORY COMMITTEE MEETING AGENDA

Project: The Formulation of an Instructional Resource Team for the Training of Vocational Teachers of Disadvantaged Learners

Date: October 30, 1981

Time: 11:30 a.m. - 2:30 p.m.

The format of this meeting will be that of an informal working luncheon with questions, comments, suggestions, and discussion encouraged.

11:30 a.m.	Welcome, Dr. Frederick G. Welch, Professor-in-charge, Vocational-Industrial Education
11:35 a.m.	Introductions, Dr. Jerry Wircenski
11:40 a.m.	Travel Voucher Information - Mr. David A. Just
11:45 a.m.	Overview of Project, Mr. Norman Tilton
12:15 p.m.	Lunch (order from menu)
1:15 p.m.	Formal Objectives and Procedures - Mr. Norman Tilton Time Line - Mr. David A. Just School Selection - Ms. Kathy Williams Open Discussion
2:30 p.m.	Adjournment

ADVISORY COMMITTEE MEETING

October 30, 1981

Project: The Formulation of an Instructional Resource Team for the Training of Vocational Teachers of Disadvantaged Learners

Dates: July 1, 1981 - June 30, 1982

The Advisory Committee met at University Park on October 31, 1981. Following introductions of project staff and committee members, an overview of the project and objectives were explained. The objectives are:

1. To select and train a three-member instructional resource team for the delivery of inservice and preservice training needs of teachers of disadvantaged learners.

2. To design and implement a field-based model for the pre-service training of certificate and/or degree students enrolled in the vocational teacher training program at The Pennsylvania State University.

3. To develop a practical model for the identification and utilization of community resources available to vocational teachers at two (2) selected center region vocational schools in the Commonwealth of Pennsylvania.

Twenty-two schools have been contacted as possible participants in the project. To date, responses have been received from 10. After the participating schools are identified, the project staff will meet with the administrator and teachers to identify teachers' needs. The resource team members will then spend one day per week for 10 weeks in the teachers' classrooms to assist them in any way they can, i.e., curriculum development, delivery of instructional materials, resource searches, etc.

Concern was expressed that a school having more teachers and/or disadvantaged students would receive higher priority for assistance. The project staff explained that if a lesser number of teachers needed assistance in a school chosen for the project, then a lesser number of team members would be assigned to that school.

Advisory committee members were asked to give specific suggestions as to how the resource teams might assist the classroom teacher who is serving disadvantaged youth. A summary those suggestions follows.

1. How can teachers deal with the competency-based approach in reading.

2. Constant check of time use should be maintained to be sure time is being productively used.

3. Ask the teacher what the problems are; don't tell the teacher what the problems are.

4. Focus more on delivery of materials - how can we better deliver the instruction to the special needs learner.

5. Focus on career and goal planning.

6. Since many schools are moving toward competency-based programs, this needs to be considered in writing objectives for the special needs learner.

7. Don't just make information available, develop it and help the teacher implement the program and delivery of it.

8. Help the vocational teacher to mainstream special needs learners.

9. Resource team should use the language of the teacher (from industry). Perhaps inservice resource team members will need some discussions about the art of communication.

10. Be sure the resource team knows status of teachers; administrators may not be the best source of information.

11. Help the teacher to help the student in the classroom setting. For example: the materials are available; the student can't read; and the teacher can't teach him to read.

12. How can teachers deal with the fact that the reading level is going down and the technology of industry is going up.

13. Develop curriculum for teachers to deal with the regular standards for mainstreamed students who don't have the skills to keep up.

14. Convince the teacher you have something to help him.

15. The teachers need help with teaching the non-trade areas, i.e., career opportunities, student organizations, etc.

16. Ask the administrator for support by hiring a floating substitute so teachers have free time to confer with resource team.

17. Convince teachers the resource team member is an "extra set of hands" and let the teacher feel you are learning new skills from him. Keep the teacher in control of their own situation.

The calendar of activities for the project was reviewed with the Advisory Committee, and they were encouraged to keep in touch with the resource teams working in their schools throughout the project

Meeting adjourned at 2:30 p.m.

/ej

ADVISORY COMMITTEE MEMBERS

Edith Walker
Altoon AVTS
1500 4th Avenue
Altoona, PA 16603

Clair Greene
Altoona AVTS
1500 4th Avenue
Altoona, PA 16603

Russell Tripony
Clearfield AVTS
RR #1, Box 5
Clearfield, PA 16830

Joseph Saam
Lebanon County AVTS
833 Metro Drive
Lebanon, PA 17042

William A. Holmes
Williamsport Area Community College
1005 West Third Street
Williamsport, PA 17701

Jim Kistler
Bradford County AVTS
RD #1
Towanda, PA 18848

Clara Gaston
Disadvantaged and Handicapped Education Adviser
Bureau of Vocational Education
Commonwealth of Pennsylvania
Box 911, 333 Market Street
Harrisburg, PA 17108

Karen Pisula
Lincoln Intermediate Unit #12
Box 70
New Oxford, PA 17350

Connie Infield
State College Area High School
653 Westerly Parkway
State College, PA 16801

APPENDIX C

Advisory Committee Correspondence,
Minutes and Evaluation Summary for
May 13, 1982 Meeting

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Dear

Please be advised that the Vocational Special Needs Project at Penn State University is planning a Spring Advisory Committee meeting. As you are a member of this committee please mark your calendar for Thursday, May 13, 1982. This will be a luncheon meeting and will follow the same format as our last meeting. We will be happy to cover all of your travel and meal expenses. We will be sending you an additional reminder approximately two weeks prior to the meeting. Thank you.

Sincerely,

Jerry Wircenski

Dr. Jerry L. Wircenski
Project Director

Norm Tilton

Norm Tilton
Project Facilitator

JLW/NT/sb

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

April 15, 1982

Dear

On Thursday, May 13, 1982, the Penn State Vocational Special Needs Project will have a follow-up advisory committee luncheon. The luncheon will be held at Toftrees Country Club in State College from 12:00 to 2:30.

We would like to cordially invite you to this luncheon because of your involvement with this project. Your imput to this meeting would be appreciated and important. We will reimburse you for your travel and meal expenses. If you are able to accept this invitation, please reply by telephone to: (814) 863-2577 or (814) 863-2576.

Norm Tilton
Penn State University
110 Rackley Building
University Park, PA 16802

Thank you,

Norm Tilton
Project Facilitator

Dr. Jerry Wircenski
Project Director

JW/NT:sb
Enclosure

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

April 26, 1982

Dear

There will be a follow-up advisory committee luncheon for the Vocational Special Needs Project at Penn State University. The luncheon will be held from 12:00 to 2:30 on Thursday, May 13, 1982. It will be at Toftrees Country Club in State College (see map enclosed).

In addition to the committee members, we have invited a few teachers and contact persons from the schools that have participated. The input should be interesting and extensive. We look forward to seeing you there. Reimbursement will be made for your travel and meal expenses. If you are unable to attend, please notify by telephone to (814) 863-2577 or (814) 863-2576.

Cordially,

Dr. Jerry Wircenski
Project Director

Norm Tilton
Project Facilitator

JW/NT:sb

Enclosure: Map

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Dear

Enclosed please find a report of the final advisory committee meeting for the Instructional Resource Team for the Training of Vocational Teachers of Disadvantaged Learners.

We would like to extend to you our sincere appreciation for your contributions as an advisory member to this project. It is through such dedication and committment that improved vocational education services will occur. Thank you for your efforts toward this end.

Sincerely,

Dr. Jerry Wircenski
Project Director

Norm Tilton
Project Coordinator

JW/NT/sb
Enclosure

Formulation of an Instructional Resource Team for the Training of Vocational Teachers of Disadvantaged Learners

Members of the Advisory Committee, administrators and teachers from area vocational technical schools served, resource team staff, and PDE staff met May 13, 1982, to summarize and evaluate the project. About 43 vocational teachers were served during the Winter and Spring 1982 terms.

A summary of services provided to each school follows.

Brownstown - Seven teachers were served, working directly with curriculum, teacher communication with students and written and oral lanaguage. Administrators at Brownstown felt that after a slow start, a great amount of help and direction was given by the resource team.

Cumberland-Perry - The resource team provided a vast amount of materials for working with LD program. Administrators felt the project was advantageous to the school.

Williamsport - Six teachers were served at Williamsport, each representing a different problem. Once the special need was identified, a weekly summary was given to the special needs coordinator at Williamsport and discussion of plans for the next week's work with the teachers was held. Three shops were served directly by an undergraduate special education major from Penn State. The administration's view was that the project was very successful and provided a great deal of help to teachers. It brought students "out of their shells" and let them know that others cared about them. Both special needs students and teachers benefited from this experience.

Huntingdon - While special needs students have always been mainstreamed into the shops at Huntingdon, most training personnel have not had the training to work with them. The resource team worked with the instructors directly and showed them how to find resources to help them help their students. The instructional staff's reaction to this assistance was very positive.

Altoona - Major help was given at Altoona in the areas of reading, writing, communication skills, and computation skills. The major concept that surfaced in working with the special needs students is that the disadvantaged student who does not fit into the EMR or TMR category is the one really in need of help. One particular student who the teacher had given up on was helped greatly through this project.

Bradford - Most instructors at this school are in the PSU certification program and very young in their professional development. More individual consultation was spent with these teachers and they were aided in securing resource materials.

General Comments

The resource teams were well received in all schools. There was general agreement, however, that the one drawback in the program was that more teachers and students could have been served if time and funding had not been so limited.

Brownstown administrators feel a desperate need for more adequate preparation of their instructors of EMR students. At the present time the students are completing the program but are unemployable - a dead end street situation.

A suggestion was made that classroom size might be limited to facilitate teachers spending more time with each student. This is a district decision and is not and probably will not be mandated at the State level.

Teachers should be better educated in how to identify and deal with disadvantaged students (EMR/TRM vs. slow learners).

PSU should survey to see what the teachers need before providing in-service help. Don't assume what they need.

More competency-based courses should be offered for instructors to help them gain experience in working with special needs students.

APPENDIX D

Summary Reports of Instructional
Resource Team Members

Winter Term

Altoona - David Just
Brownstown - Kathy Williams
Huntington - Barbara Wade
Williamsport - William Wade

Spring Term

Bradford - David Just
Cumberland-Perry - Kathy Williams

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
12/4/81	Mr. Albright	Interview/Observation	Building Construction;high need
12/4/81	Mr. Broadbent	Interview/Observation	Building Construction;high need
	Mr. Beichler	Interview/Observation	Warehousing;high need
	Mr. Knob	Interview/Observation	Warehousing;high need also for three credits.
	Mr. Lightner	Interview/Observation	Food Service;high need
	Mr. Clark	Interview/Observation	Food Service;high need
	Mr. Charles	Interview/Observation	Auto Mechanics;moderate need
	Mr. Dambeck	Interview * All students are Junior and Senior Grade Level. *	Co-op No need. No students available. If not our on co-op sent back to classroom for instruction.
12/11/81	Mr. Albright	Observation/Conference	Reading, writing computational
	Mr. Broadbent		resource material is needed.
Carpentry/Building Construction			Develop teacher aide packets on the above subject categories
12/11/81	Mr. Beichler	Observation/Conference	Reading and computation resource
	Mr. Knob		material is needed. Students
	Warehousing		cannot use adding machines or price inventory sheets accurately

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
12/11/81	Mr. Lightner	Observation/Conference	156 total students 90% disad-
	Mr. Clark		vantaged. Chef Clark is a new
	Food Service		teacher. Develop lesson plans
			geared to slow learners.
12/18/81	Mr. Charles		
Heavy Auto Mechanics		Observation/Conference	Students have trouble reading
			directions on tools and equipment.
			Do not comprehend textbook
			readings very well.
12/18/81	Mr. Albright	Observations/Conferences	Students have trouble reading
	Mr. Broadbent		a ruler accurately. Converting
Carpentry - Building			decimals to fractions, linear
Construction			measurement, square and cubic
			measurement.
12/18/81	Mr. Lightner	Class Observations	Dry and liquid measurements
	Mr. Clark	Teacher Conferences	conversions. Computational skills
	Food Service		such as giving change out at
			register. Personal hygiene while
			working around food.

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
12/18/81	Mr. Charles		
Heavy Auto Mechanics		Observation/Conference	20 students total - all disad-
			vantaged. Writing and communica-
			tion skills are very poor.
12/18/81	Mr. Beichler	Observation/Conference	Students need help on trade
	Mr. Knob	Teacher / Student	discounts, reading, writing,
			computational skill development.
1/8/82	Mr. Broadbent		
	Mr. Albright		
Building Construction		Observation/Conferences	Reviewed teacher aide packet
			with both teachers. Packet
			contained pre-test, posttest
			learning activity packets dealing
			with all aspects of respective
			trade areas. Linear measurement,
			square & cubic measurement.
1/8/82	Mr. Lightner		
	Mr. Clark		
	Food Service	Teacher Conferences	Reviewed teacher aide packets
			with both teachers. Discussed
			charts dealing with liquid and
			dry weight measurement conversion

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
1/15/82	Mr. Charles		
Heavy Auto Mechanics		Teacher conference,student observation	Students were working on Altoona AVTS school buses. Excellent on-the-job training concept. Administered Cloze readability level tests on students, also readability tests on text books.
1/15/82	Mr. Lightner		
	Food Service	Teacher conference	Reviewed competency-based lesson plans with Mr. Lightner and how to gear these objectives to disadvantaged students. Passed out liquid and dry measurement charts to students in related theory class
1/15/82	Mr. Beichler		
	Mr. Knob	Teacher Conferences	Administered Cloze procedure
	Warehousing	Student Observations and testing	reading test and math skills test to students. Also

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
1/8/82	Mr. Beichler		
	Mr. Knob	Teacher Conferences	Reviewed teacher aide packets
	Warehousing		with both teachers. Included
			trade discount information,
			convert fractions to decimals,
			converting freight weights to
			standard 100 weight measurements.
1/8/82	Mr. Charles		
Heavy Auto Mechanics		Teacher Conference	Discussed learning activity
			packet developed for this
			course. Also, film dealing
			with shop safety.
1/15/82	Mr. Albright		
	Mr. Broadbent	Teacher Conference	Developed transparencies
		Student observations - observed	breaking down the ruler measure-
		students in action remodeling	ments 1/8, 1/16, 1/32. Mr.
		old building owned by Vo-Tech	Albright wants to take project
			as an independent study. O.K.,
			but explain objectives and
			criteria required of him.

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
1/15/82	(continued)		measured reading level of
	Beichler/Knob		student textbooks for correlatio
			Mr. Knob has enrolled in project
			course for 3 credits independent
			study.
1/22/82	Mr. Broadbent		
	Mr. Albright	Teacher Conferences	Reviewed readability level of te
Carpentry/Building Cons-			vs. student reading level. Very
truction			different. Textbook 12th grade
			Student level 8.4. Reviewed
			course objectives with Mr.
			Albright concerning PSU credits
			for him.
1/22/82	Mr. Charles		
Heavy Auto Mechanics		Teacher Conference	Students need math review
		Student Observation	adding whole numbers and
			converting fractions to
			decimals. Reading level test
			on textbook, Cloze procedure
			test on students. Students
			perform well during on-the-job
			training session but poorly
			during related theory class.

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
1/29/82	Mr. Lightner		
	Mr. Clark	Student Observation	Dropped off additional weights
	Food Service		and measurements charts to
			food service personnel.
1/29/82	Mr. Beichler		
	Mr. Knob	Student Testing	Administered individual needs
Warehousing			assessment test to six students.
			Worked on trade discount sheets
			with Mr. Knob.
1/29/82	Mr. Broadbent		
Building Construction		Teacher Conference	Delivered additional trans-
			parencies dealing with ruling
			measurement to Mr. Broadbent to
			use in his class presentations.
1/29/82	Mr. Albright		
	Millwork	Teacher Conference	Mr. Albright has transferred
			to mill work department. Needs
			any material which can help
			students to learn to measure
			accurately; also needs readabili

(continues)

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
1/29/82	Albright (cont.)		
	Millwork	Teacher Conference (cont.)	tests done on students and textbooks since this is a new class.
1/29/82	Mr. Charles		
Heavy Auto Mechanics		Teacher Conference	Review the development of competency-based lesson plans in this field of study. Developed work sheets (visual) to accompany written performance criteria.
2/5/82	Mr. Clark		
	Food Service	Teacher Conference Student Observation	Display liquid and dry measurement chart in food service kitchen for easy reference by students.
2/5/82	Mr. Beichler		
	Mr. Knob	Teacher Conference, Student Observation. Mr. Knob will develop unit plans and lesson	Develop lesson plans dealing wit bill of lading and not prices (trade discounts).

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
2/5/82	Mr. Beichler	(cont.)	
	Mr. Knob (cont.)	plans specifically geared to	
		disadvantaged students enrolled	
		in warehousing program.	
1/5/82	Mr. Charles		
Heavy Auto Mechanics		Teacher Conference. Worked with	Reviewed reading level test
		Mr. Charles on developing lesson	results of students and text-
		plans that incorporated task	books. Student level 8.5
		analysis of student performances.	vs. textbook level of 11.2
		What minimum criteria most	May be one reason why students
		students demonstrate before	have trouble in related theory
		moving to more complex task.	class.
2/5/82	Mr. Broadbent		
Building Construction		Teacher Conference	Reviewed unit plan dealing with
			ruler measurements. Pre-test
			posttest for disadvantaged
			students.
2/5/82	Mr. Albright		
	Millwork	Teacher Conference	Delivered additional overhead
			transparencies dealing with

(continues)

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
2/5/82	Mr. Albright	Teacher Conference (cont.)	1/32, 1/16, 1/8 ruler readings; also unit plan dealing with measurements, pre-test, posttest
2/12/82	Mr. Charles		
Heavy Auto Mechanics		Class Observation	Reviewed competency-based
		Teacher Conference	lesson plan development with Mr. Charles. Informed Mr. Charles of potential training station site for student interested in school bus maintnance.
2/12/82	Mr. Broadbent		
Building Construction		Teacher Conference	Reviewed reading level test of
		Mr. Broadbent would also like	students vs. textbooks.
		career education material dealing	Student level 7.5 vs. textbook
		with building construction	10.6. Wide spread may be cause
		occupations. Most students	of problem in related theory
		have no idea what they are	class
		qualified to do.	

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
1/12/82	Mr. Albright		
	Millwork	Teacher Conference	Resources again dealing with
		Class Observation	measurement and shop math would
		38 students with 25 classified	be helpful. Also, learning
		as disadvantaged	packet dealing with measurement
			on a more in depth approach.
2/12/82	Mr. Lightner		
	Mr. Clark	Teacher Conference	Worked with Mr. Clark on
Food Service			developing slower paced
			lesson plans for disadvantaged
			students.
2/12/82	Mr. Beichler		
	Mr. Knob	Teacher Conference	
Warehousing		Reviewed with Mr. Knob his	Students still need to work on
		progress to date on independent	simple computational skills.
		study program.	Decimals, fractions, percentages
			before moving on to more complex
			materials. Slow pace down for
			disadvantaged students.

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
2/19/82	Mr. Albright		
	Millwork	Teacher Conference	Reviewed all project objectives.
		Mr. Albright will mail his final	Returned student textbook
		course work in to PSU personally.	reading level test. Student
		Still learning and experimenting	level was (7.4) vs. textbook
		in his new teaching assignment.	level of (10.3). Too wide a
			spread. Left resource material
			dealing with proper lesson
			plan and testing delivery for
			shop math course.
2/19/82	Mr. Broadbent	Teacher/Conference	Delivered career education
Building Construction			material for class distribution.
			Reviewed project objectives with
			Mr. Broadbent to make sure all
			materials were delivered.
2/19/82	Mr. Beichler		
	Mr. Knob	Teacher Conference	Delivered final teaching
Warehousing		Reviewed project objectives	packet concerning trade
		with both teachers to make sure	discounts, and net discounts.
		all resources were delivered.	

Summary for Winter Term 1981-82

School Altoona AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
2/19/82	Mr. Clark		
Food Service		Teacher Conference	Worked with Chef Clark on
		Reviewed project objectives	development of competency-based
		with both teachers to make sure	lesson plans for disadvantaged
		all resources were delivered.	students. Als-, how to break
			down complex tasks into cimpler
			tasks.
2/19/82	Mr. Charles		
Heavy Auto Mechanics		Teacher Conference	
		Returned revised lesson plans	Must gear lesson plans to slower
		that Mr. Charles sent to PSU for	pace, otherwise will lose
		evaluation	slower students' comprehension
			and interest level.

Summary for Winter Term 1981-82

School Brownstown

Resource Person Kathy Williams

Date	Teacher	Description of Work	General Comments
11/18/81	Mr. Lapi	Interview - needs assessment	High need; many EMR
	Mr. Frick	Interview - needs assessment	Do not involve
	Mr. Greusel	Interview - needs assessment	Do not involve
	Mr. Hertler	Interview - needs assessment	Plan to observe
	Mr. Wier	Interview - needs assessment	Do not involve
	Mr. Mike Lucas	Interview - needs assessment	All sp. needs; wants credit
	Ms. Camilli	Interview - needs assessment	Do not involve
	Ms. Hughes	Interview - needs assessment	Do not involve
	Mr. Breneisen	Interview - needs assessment	Do not involve
	Ms. Levy	Interview - needs assessment	Plan to observe
	Mr. Anderson	Interview - needs assessment	Do not involve
	Mr. deCheubell	Interview - needs assessment	Some concerns with math
	Mr. Chambers	Interview - needs assessment	High need
	Mr. Blyler	Interview - needs assessment	High need; wants credit
12/2/81	All teachers	Sent memo restating objectives	Final selection of teachers
	Mr. Hertler	Observation	Differences Disad. vs. Spec. Ed.
	Ms. Levy	Observation	Differences Disad. Vs. Spec. Ed.
	Mr. Lucas	Observation/conference	Arranged credit and objectives
	Mr. Blyler	Observation/conference	Arranged credit and objectives
	Mr. Chambers	Observation/conference	Identification; i.e. attitude
	Mr. deCheubell	Observation/conference	Readability on math materials
	Mr. Lapi	Observation/conference	Identification & wkly theory cla

Summary for Winter Term 1981-82

School Brownstown

Resource Person Kathy Williams

Date	Teacher	Description of Work	General Comments
12/16/81	Ms. Levy	Observation	Wants help individually with
	Mr. Hertler	Observation	Wants help individually with
	Mr. Lucas	Conference	Further develop course object
	Mr. Blyler	Conference	Further develop course object
	Mr. Lapi	Observation	32 math skills most troubleso
	Mr. deCheubell	Conference	Inactive until March when he
			will be teaching math.
	Mr. Chambers	Conference	Reviewed student notebooks
12/22/81	Mr. Blyler	Conference	Looked at curr. task sheets;
			readability for text; worked
			fitting allowance lesson, nee
			help with beh. mgt. in classr
12/22/81	Ms. Levy	Conference	Needs help testing with kids
			can't read, but without PSU
			students she is not intereste
12/22/81	Mr. Chambers		Identification, home school h
12/22/81	Mr. Lucas	Conference	6 occ. areas, needs integrate
			core curriculum

Summary for Winter Term 1981-82

School Brownstown

Resource Person Kathy Williams

Date	Teacher	Description of Work	General Comments
12/22/81	Mr. Lapi	Conference	Peer tutoring techniques, oral test
12/22/81	Mr. Hertler	Observation of math related theory	Wants readability of text
12/22/81	Mr. Gyomber(Prin.)	Discussion	Concerned re: PSU student involvement; also EMR/Disad.
1/6/81	Mr. Hertler	Conference	Does not want to be involved
1/6/81	Mr. deCheubell	Conference	Not yet ready to be involved
1/6/81	Mr. Chambers	Conference	Discussed memory problems, reviewed a copy of his written tests - suggested easier tasks, more repetitious tasks, use of block rather than brick if speed was being graded
1/20/82	Mr. Lucas	Conference	Planned for safety lessons
1/20/82	Mr. Blyler	Conference	Dr. Wircenski's Handbook (assess.

Summary for Winter Term 1981-82

School Brownstown

Resource Person Kathy Williams

Date	Teacher	Description of Work	General Comments
1/20/82	Mr. deCheubell	Discussion	Wants reading tests on students
1/20/82	Mr. Chambers	Conference	Grading; vocabulary on tests
2/3/82	Dr. Wircenski traveled to Brownstown to see Mr. Blyler & Mr. Lucas re: credits		
2/10/82	Mr. Lucas	Conference	3 units, 8 lessons planned
2/10/82	Mr. Blyler	Conference	Ch. 3 & 6, Gary Meers book
2/10/82	Mr. deCheubell	Conference	No need
2/17/82	Mr. Lucas	Conference	Reviewed unit layouts, had questions re: Voc. I Cert., referred to Mr. Funk, planned tool safety
2/17/82	Mr. Blyler	Conference	Meers book and pipe fitting
2/17/82	Mr. Lapi	Conference	Grading procedures
2/23/82	Mr. Lucas	Conference	Collected assignment

Summary for Winter Term 1981-82

School Brownstown

Resource Person Kathy Williams

Date	Teacher	Description of Work	General Comments
2/23/82	Mr. Blyler	Conference	Collected assignment
2/24/82	Mr. Chambers	Conference	Final discussion, review
2/23/82	Mr. Lapi	Conference	Final discussion, grading
2/23/82	Mr. deCheubell	Conference	Final discussion, will wait
2/23/82	Mr. Rabzak(guid.)	Conference	Teachers interested for Spring

Summary for Winter Term 1981-82

School Huntington Co. AVTS

Resource Person Barbara K. Wade

Date	Teacher	Description of Work	General Comments
KATHLEEN WILSON		COSMETOLOGY INSTRUCTOR AND VICA ADVISOR	
12/9/81		Discussed readability	Readability done on texts
12/16/81		Discussed Cloze procedure	Left instructions
1/13/82		Discussed reading strategies	Left examples
1/20/82		Discussed method for obtaining	Left film catalogues
		films and transition skills	

Summary for Winter Term 1981-82

School Huntington Co. AVTS

Resource Person Barbara K. Wade

Date	Teacher	Description of Work	General Comments
	ELVIN SUMMERS	HORTICULTURE INSTRUCTOR	
12/8/81		Reviewed problem areas	Defined disadvantaged
		Work skills	
1/6/82		Discussed credit	Not interested
1/20/82		Discussed teacher liability	Two problem students

Summary for Winter Term 1981-82

School Huntington Co. AVTS

Resource Person Barbara K. Wade

Date	Teacher	Description of Work	General Comments
	TERRY HOUCK	MACHINE TRADE INSTRUCTOR VICA ADVISOR	
2/9/81		Discussed problem areas in work skills	
12/16/81		Grading procedures discussed	Resources will be acquired
1/6/82		Discussed credit	Discussed vocabulary skill development
1/13/82		Discussed VICA leadership skill development	
1/20/82		Critiqued Opening/Closing Team	
1/27/82		Reviewed materials for developing tests	
2/10/82		Reviewed grading procedures	
2/15/82		Critiqued Opening/Closing Team	

Summary for Winter Term 1981-82

School Huntington Co. AVTS

Resource Person Barbara K. Wade

Date	Teacher	Description of Work	General Comments
	JO ANN KEITH	FOOD SERVICE INSTRUCTOR	
12/9/81		Defined disadvantaged	Met students
12/16/81		Discussed readability	
1/13/82		Reviewed readability analysis	
1/20/82		Discussed individualized instruction	
1/27/82		Discussed math unit for teaching	Worked with students
		percentages	
2/10/82		Administered test to students	
2/15/82		Reviewed test materials	
		Employability Skills	

Summary for Winter Term 1981-82

School Huntington Co. AVTS

Resource Person Barbara K. Wade

Date	Teacher	Description of Work	General Comments
BILL BARGER		AUTO BODY INSTRUCTOR	
12/9/82		Defined disadvantaged student	
1/6/82		Discussed credit	Wants 3 credits
1/13/82		Reviewed existing materials	Quite extensive
1/27/82		Met students with reading problems	
2/10/82		Discussed reading strategies	Left Reading Strategies Manual
2/10/82		Reviewed assessment procedures	

Summary for Winter Term 1981-82

School Huntington Co. AVTS

Resource Person Barbara K. Wade

Date	Teacher	Description of Work	General Comments
PRESTON LAMBERTSON (HEATING/PLUMBING/SHEET METAL INSTRCTOR) - VICA ADVISOR			
12/9/81		Discussed Project	Needs layout materials
12/16/81		Planned to have sheet metal	
		teacher visit. Left attitude	
		materials. Discussed developing	
		lesson plans.	
1/13/82		Bill Wade demonstrated lessons	
		on layout	

Summary for Winter Term 1981-82

School Huntington Co. AVTS

Resource Person Barbara K. Wade

Date	Teacher	Description of Work	General Comments
JIM SMITH - APPLIANCE REPAIR INSTRUCTOR			
12/16/81		Discussed reading strategies	
1/6/82		Wants credit. Discussed reada-	
		bility	
1/13/82		Developed Cloze Procedure	
1/20/82		Reviewed Cloze results and	
		readability results	
1/21/82		Discussed use of progress charts	
2/10/82		Discussed reading strategies -	
		vocabulary skills	
2/15/82		Discussed developing transparencies.	

Summary for Winter Term 1981-82

School Huntington Co. AVTS

Resource Person Barbara K. Wade

Date	Teacher	Description of Work	General Comments
MRS. HILLING - HEALTH OCCUPATION INSTRUCTOR			
1/13/82		Discussed reading strategies.	Wants credit.
1/20/82		Reviewed student assessment of reading level.	
1/27/82		Discussed readability.	
2/10/82		Discussed reading strategies.	
2/15/82		Reviewed Cloze procedure results and readability results.	

Summary for Winter Term 1981-82

School Williamsport AVTS

Resource Person William Wade

Date	Teacher	Description of Work	General Comments
12/14/81			
	Mr. Schriner	Mr. Holmes the assistant director	Each instructor seemed glad
	Mrs. Bassler	and Mr. Hammond the special needs	to have the offer of help.
	Mr. Yaudes	coordinator introduced us to	The need for curriculum work
	Mr. Filipkowski	each instructor. We spoke	and for direct help with the
	Mr. Potter	briefly with each one with	students seemed to be split
	Mr. Roadarmel	regard to their needs and	evenly.
		what we would try to do.	

Summary for Winter Term 1981-82

School Williamsport AVTS

Resource Person William Wade

Date	Teacher	Description of Work	General Comments
12/21/81	Mr. Schriner	1. Material to supplement text	
		2. Instruction sheet for end of chapters	
		3. Glossary	
		4. Films on welding	
	Mrs. Bassler	1. Text supplements	Indepth discussions of needs
		2. Help writing objectives	with each instructor. Their
		3. VICA material	most pressing needs are in
		4. Measurement	ranked order.
		5. Spelling of common words	
	Mr. Yaudes	1. Reading comprehension	
		2. General math	
		3. Special needs materials	
		4. Glossary of terms	
	Mr. Filipkowski	1. Glossary of terms	
		2. Testing special needs	
		3. Math (measurement	
		4. Films	
	Mr. Potter	1. Text	
		2. VICA Info	
		3. Parts of circle	
		4. Measurement	

Summary for Winter Term 1981-82

School Williamsport AVTS

Resource Person William Wade

Date	Teacher	Description of Work	General Comments
12/21/81	Mr. Roadarmel	1. Math (all phases)	Spoke briefly with Mr. Hammo
			need for competency-based
			material

Summary for Winter Term 1981-82

School Williamsport AVTS

Resource Person William Wade

Date	Teacher	Description of Work	General Comments
1/7/82	Mr. Schriner	Worked on simplifying ideas for text	
	Mrs. Bassler	Worked on how to present commonly seen words	
	Mr. Yaudes	Discussed types of special needs students	
	Mr. Filipkowski	Review of test materials	
	Mr. Potter	Discussed where to change course for special needs	
	Mr. Roadarmel	Started with understanding fractions	

Summary for Winter Term 1981-82

School Williamsport AVTS

Resource Person William Wade

Date	Teacher	Description of Work	General Comments
1/11/82	Mr. Schriner	Adapted chapter review for disadvantaged	
	Mrs. Bassler	Miss Engle began working with individual students	
		Continued common words	
	Mr. Yaudes	Miss Engle worked with group of students	
	Mr. Filipkowski	Testing of special needs	
		Miss Engle reviewed exam with students	
	Mr. Potter	Simplification of ratio	
		How VICA can help build confidence	
	Mr. Roadarmel	Adding fractions	

Summary for Winter Term 1981-82

School Williamsport AVTS

Resource Person William Wade

Date	Teacher	Description of Work	General Comments
1/18/82	Mr. Schriner	Simplification thru sentence structure	
	Mrs. Bassler	VICA as a motivating factor	
		Miss Engle worked with students	
	Mr. Yaudes	Miss Engle worked with group of students	
	Mr. Filipkowski	Leaving the test the same but changing the preparation technique	
		Miss Engle worked with students	
	Mr. Potter	Worked on course of study changes	
	Mr. Roadarmel	Subtracting fractions	

Summary for Winter Term 1981-82

School Williamsport AVTS

Resource Person William Wade

Date	Teacher	Description of Work	General Comments
1/25/82	Mr. Schriner	Simplification thru word change	
	Mrs. Bassler	Miss Engle discussed behavior modification techniques with instructor	
	Mr. Yaudes	Miss Engle worked with students on reading comprehension	
	Mr. Filipkowski	How to teach measurement	
		Miss Engle discussed future test with students	
	Mr. Potter	Worked on course of study changes	
	Mr. Roadarmel	Dividing fractions	

Summary for Winter Term 1981-82

School Williamsport AVTS

Resource Person William Wade

Date	Teacher	Description of Work	General Comments
2/1/82	Mr. Schriner	Miss Engle worked with a student	
		to prepare him for a test	
		Discussed glossary of terms	
	Mrs. Bassler	Discussed glossary of terms	
		and if discipline should be	
		different for S.N.	
	Mr. Yaudes	Miss Engle worked with students	
		Explained readibility tests	
	Mr. Filipkowski	Reviewed results of quiz	
		S.N. did as well as others	
		Enhanced review procedures	
	Mr. Potter	Worked on course of study changes	
	Mr. Roadarmel	Multiplying fractions	

Summary for Winter Term 1981-82

School Williamsport AVTS

Resource Person William Wade

Date	Teacher	Description of Work	General Comments
2/8/82	Mr. Schriner	Miss Engle reviewed the quiz with	
		students	
		Discussed text review changes	
	Mrs. Bassler	Development of new course of	
		study began	
	Mr. Yaudes	Discussed things he could change	
		to help disadvantaged.	
		Miss Engle worked with students	
	Mr. Filipkowski	Miss Engle introduced the concept	
		of learning centers to instructor	
	Mr. Potter	Worked on course of study changes	
	Mr. Roadarmel	Decimals	

Summary for Winter Term 1981-82

School Williamsport AVTS

Resource Person William Wade

Date	Teacher	Description of Work	General Comments
2/15/82	Mr. Schriner	Discussed course of study and chapter review procedures	
	Mrs. Bassler	Discussed continuing efforts toward a proper course of study	
	Mr. Yaudes	Did not see	
	Mr. Filipkowski	Teaching measurement	
	Mr. Potter	Discussed trade math procedures for disadvantaged	
	Mr. Roadarmel	VICA conference	

Summary for Winter Term 1981-82

School Williamsport AVTS

Resource Person William Wade

Date	Teacher	Description of Work	General Comments
2/22/82	Mr. Schriner	Discussed visits - felt more time could be spent on these activities	
	Mrs. Bassler	Decided to continue efforts in direction of course improvements	
	Mr. Yaudes	Expressed sincere appreciation for everything Miss Engle had done to help him and his students	
	Mr. Filipkowski	Requested further visits from resource people	
	Mr. Potter	Continued to adapt course of study	
	Mr. Roadarmel	Felt basic math had improved	

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
3/17		Interviewed all teachers	
		participating in project today.	
	Ms. Toni DiAntonio	Personal Services - Home Ec.	Very high need
	Mr. Craig Griffis	Building Construction	Very high need
	Mr. Ron Hartzell	Building Trades Maintenance	Very high need
	Ms. Brenda Webster	Health Assistant Occupations	High need
	Mr. Leo Grabowski	Auto-Mechanics	High need
	Mrs. Helena Lisella	Cosmetology	High need
3/24	Ms. DiAntonio	Observation/Conference	31 total students
	Personal Services		90% are classified disadvantaged.
			Reading, writing, computational
			resource material is needed.
			Try and develop resource material
			dealing with first aid, child car
			home safety and sewing for slow
			learners.
3/24	Ms. Webster	Observation/Conference	34 total students. Approximately
	Health Assistant		1/3 classified disadvantaged.
			Students need help on spelling
			(continues on next page)

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
3/24	Mrs. Webster	CONTINUED FROM PREVIOUS PAGE	skills, medical terminology
			vocabulary.
3/24	Mrs. Lisella	Teacher, student	42 total students
	Cosmetology	Observation/Conference	75% classified disadvantaged.
			Reading, writing and computa-
			tional skills very low.
3/24	Mr. Hartzell	Teacher-student	25 total students.
	Building/Trade	Observation/Conference	All classified as disadvantag
	Maintenance		Reading, writing and computa-
			tional skills of students ver
			low. Also needs films dealin
			with shop safety.
3/24	Mr. Grabowski	Teacher-student	22 total students. Approxima
	Auto-Mechanics	Observation/Conference	½ classified disadvantaged.
			First-year teacher needs
			curriculum packets to develop
			proper lesson plans and train
			stations for auto-mechanics
			program.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
3/24	Mr. Griffis	Teacher-student	45 total students
	Building Construction	Observation/Conference	Measurement skill development needed. 30% of students classified disadvantaged. Reading, writing, computational skill development greatly needed. Shop safety in carpentry films are needed.
3/31	Ms. DiAntonio	Deliver resource material.	Students very slow learners;
	Personal Services	Teacher conference on how to properly use resource material.	need very special approach to class presentation.
3/31	Ms. Webster	Teacher/Conference	Need safety modules
	Health Assistant	Student Observation	for health occupations.
		Delivered resource materials	writing memos and medical report lesson plans.
3/31	Mrs. Lisella	Teacher Conference	Next week conduct readability
	Cosmetology	How to utilize resource material I bring from PSU	level of textbooks used in this class plus student reading level test.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
3/31/82	Mr. Hartzell	Teacher/Conference	Readability level test on
Building/Trade Maintenance			textbook plus student reading
			level test. Mr. Hartzell will
			take course for 3 credits.
3/31	Mr. Griffis	Teacher Conference	Wants curriculum development
	Carpentry		packets for Carpentry, Millwork
			and Cabinetmaking. 1977 to
			present.
3/31	Mr. Grabowski	Teacher/Conference	Will take course for 3
	Auto Mechanics		credits. Develop lesson
			packets dealing with reading
			and writing skills. Students
			must know how to write accurately
			when filling out repair orders.
4/7	Ms. DiAntonio	Teacher/Conference	Resources needed: Food Service
			for Special Needs Students.
			Writing out sales checks
			properly. Order film dealing
			with personal hygiene on the
			job in food service.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
4/7	Ms. Webster Health Assistant	Teacher/Conference Review PSU film library policies with Ms. Webster. Excellent source for health occupations films	Students need to develop language skills geared to health occupations. Must learn medical terminology on a basic step-by-step approach.
4/7	Mrs. Lisella Cosmetology	Teacher/Conference Student testing. Mrs. Lisella will take course for one credit.	Student reading level test administered today (Cloze Procedure), also textbook readability level conducted
4/7	Mr. Hartzell Building/Trade Maintenance	Teacher/Conference Reviewed project proposal Mr. Hartzell will do for credit. Very good ideas.	Ordered film dealing with safety demonstrations on the radial saw. Needs a copy of 1981 Carpentry Curriculum Guide if possible. Teacher aide was showing students small engine repair work. Aide has own small engine repair shop. Good guest lecture

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
4/7	Mr. Grabowski	Teacher/Conference	Resources lent to Mr. Grabows
	Auto Mechanics		1. Diesel Mechanic
			2. Auto Mechanic
			Curriculum Guides
			Film dealing with "safety in
			the automotive repair shop"
4/7	Mr. Griffis	Teacher/Conference	Resources lent to Mr. Griffis
	Carpentry	Reviewed resource materials	Oklahoma curriculum guides:
		with Mr. Griffis	Millwork, Masonry, Commercial
			Carpentry.
4/14	Ms. DiAntonio	Teacher/Conference	Resources left with Ms.
	Personal Services	Student Observation	DiAntonio:
			1. Puzzled about educating
			Special Needs Students
			2. "Tools, Equipment and
			Machinery for Special Nee
			Students"
			3. It Isn't Easy Being
			Special "Programs That
			Work"

Summary for SpringTerm 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
4/14	Ms. Webster	Teacher Conference	
	Health Assistants	Student Observation & Testing	Resource lent to Ms. Webster: "Health Occupations Skill Development Guide" Student reading level tests given today (Cloze Procedure). Readability level of textbooks will be done also. Ordered following films 1. A Baby is Born 2. Cesarean Section 3. Physiology of Pregnancy and Labor.
4/14	Mrs. Lisella	Teacher/Conference	Returned Section "B" reading
	Cosmetology	Reviewed student reading levels	level tests. Correlation between text and student level was pretty close. Textbook 11.1 vs. student 10.0. Only a few students (4) were below 8.0 reading level.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
4/14	Mr. Hartzell Building & Trade Mainten'ce	Teacher/Conference Reviewed Mr. Hartzell's project progress to date. Very good.	Resource needed: Curriculum guide for Small Engine Repair. Reviewed teacher aide packet with Mr. Hartzell. Packet contained Pre-test/Posttest. Student learning activity packet dealing with all aspects of respective trade area. Linear measurement square measurement, cubic measurement.
4/14	Mr. Grabowski Auto-Mechanics	Teacher/Conference Student Observation & Testing. Reading level test administered today and textbook level evaluation.	Reviewed competency based lesson plans with Mr. Grabowski. Explained how to slow down the pace of objectives required when dealing with disadvantaged students.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
4/14	Mr. Griffis	Teacher/Conference	Resource materials
	Carpentry	Student Observation & Testing.	given to Mr. Griffis:
		Reading level tests of students	Transparencies breaking down
		and texts given today.	to the ruler measurements 1/8,
			1/16, 1/32; also student
			learning activity packet dealing
			with linear measurement square
			measurement, cubic measurement.
4/21	Ms. DiAntonio	Teacher/Conference	Resources lent:
	Personal Services	Student Observation	Curriculum Guides
			1. Upholstery
			2. Painting & Decorating
			3. Building & Trades Maint.
			4. Housing Management Svc.
			Films ordered. First aid in
			the household. Personal Hygiene
			Part II.
4/21	Ms. Webster	Teacher/Conference	Reviewed readability level of
	Health Assistant		textbook vs. student reading
			level. Very different results.
			Textbook Grade 12 and above.
			Student reading level 8-9 grade

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Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
4/21	Mrs. Webster	CONTINUED FROM PREVIOUS PAGE	level. Ms. Webster very surprise with this wide a gap. Ordered two more films from PSU film library for this class. 1. Emergency Room Procedures 2. The Hospital - A Nurse's Duty.
4/21	Mrs. Lisella Cosmetology	Teacher/Conference	Develop slide/tape narration dealing with safety procedures all cosmetologists must aware of. 2 hrs. in length of total time.
4/21	Mr. Hartzell Building & Trade Maint'ce.	Teacher/Conference Student Observation & Testing	Adminministered Cloze procedure reading test to all students. Also readability level test on textbook used in class "Modern Carpentry" Resources lent Mr. Hartzell: 1. Course of study for plumbing 2. Commercial Carpentry PSU version

(continues)

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
4/21	Mr. Hartzell	CONTINUED FROM PREVIOUS PAGE	3. Personal checking student learning activity packet
4/21	Mr. Grabowski Auto Mechanics	Teacher Conference Student Observation	Reviewed readability level of text vs. student reading level. Wide spread. Textbook level 12+. Student level 7-8. Too wide a gap for good student comprehension. Reviewed the development of competency-based lesson plans for auto-mechanics course with Mr. Grabowski.
4/21	Mr. Griffis Carpentry	Teacher Conference Student Observation	Reviewed readability level of text vs. student reading level narrower gap than Mr. Hartzell's group. Same text Modern Carpentry. Older students in this class mostly seniors. Student level 8-9. Book level 10-11.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
5/5	Ms. DiAntonio	Teacher Conference	Resources lent Ms. DiAntonio:
		Student Observation	1. Whatever It Takes to Educate Special Needs Students.
			2. Let Yourself Sew. Students enjoyed first aid film in the home. Will order more films if budget permits.
5/5	Ms. Webster Health Occupations	Teacher/Conference	Order the following films films from PSU library. 1. Breath of Life 2. Growth of the fetus. Develop slide/tape presentation with a more basic vocabulary than the publishing company developed for their teaching kit. Will complete by the end of the term.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
5/5	Mr. Hartzell	Teacher/Conference	Reviewed competency-based
Building & Trade Maint'ce.		Student Observation	lesson plans on Carpentry with
			Mr. Hartzell. Needs to brush
			up on this in the future. Class
			enjoyed safety film on the radial
			saw - very good narration.
5/5	Mrs. Lisella	Teacher Conference	Reviewed partially completed
	Cosmetology		slide tape presentation with
			Mrs. Lisella. Very good results
			so far. Reviewed course work
			completed by Mrs. Lisella to
			date. Good progress. Having
			problems creating illustrations
			for student use. I may be able
			to help, but not sure.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
5/5	Mr. Grabowski	Teacher Conference	Reviewed Mr. Grabowski's
	Auto-Mechanics		project progress to date.
			Very good format & content.
			Resources given to Mr. Grabowski:
			Lesson plans on:
			1. Auto diesel mechanics
			2. Transaxles
			3. Electronic ignition.
5/5	Mr. Griffis	Teacher Conference	Reviewed the development of
	Carpentry		competency-based lesson plans
			in Millwork & Cabinet making.
			Resources lent out:
			Commercial Carpentry
			Curriculum Guide
			PSU version
			Building & Trade Maintenance
			Curriculum Guide - Oklahoma
			version
5/12	Ms. DiAntonio	Teacher/Conference	Order Child Care film from PSU
	Personal Services		library for next week. Review
			the following resource materials

(continues)

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
5/12	Ms. DiAntonio	CONTINUED FROM PREVIOUS PAGE	1. Food Service Lesson Plans 2. Teaching first aid to special needs students.
5/12	Ms. Webster Health Occupations	Teacher/Conference	Reviewed film list Ms. Webster wants ordered for remainder of the year. Reviewed competency-based lesson plans in the Health Occupations area.
5/12	Mr. Hartzell Building & Trade Maint'ce.	Teacher Conference	Reviewed readability level of text (Modern Carpentry) vs. student reading level. Too wide a gap. Textbook 10-11. Student level 6-7.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
5/12	Mrs. Lisella Cosmetology	Teacher/Conference	Returned Section "A" reading level tests. Correlation between text and students acceptable only a few (4) students will need extra help on reading assignments
5/12	Mr. Hartzell Building & Trade Maint'ce.	Teacher/Conference	Reviewed Mr. Hartzell's completed project for 3 credits. Excellent concepts developed concerning individualized instruction for disadvantaged students working on 3 different power machines in woodshop class. Lots of visual activity instead of reading by students.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
5/12	Mr. Grabowski	Teacher Conference	Reviewed project progress to
	Auto-Mechanics		date - must be completed by
			next week.
			Gave Mr. Grabowski the
			following competency-based
			lesson plans:
			1. Front wheel drives
			2. Diesel mechanics for trucks
			3. The front-end alignment
5/12	Mr. Griffis	Teacher Conference	Review film list with Mr.
	Carpentry		Griffis. He wants to order
			from PSU library for remainder
			of school year. Evaluated
			competency-based lesson plans
			developed by Mr. Griffis since
			last week. Needs a little more
			specificity in performance
			objectives.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
5/19	Ms. DiAntonio	Teacher/Conference	Reviewed all project objectives with Ms. DiAntonio. Picked up all resource material belonging to PSU library. Left career education material for class distribution.
5/19	Ms. Webster Health Occupations	Teacher Conference	Delivered final portion of slide-tape presentation. Reviewed project objectives with Ms. Webster to make sure we completed all requests. Picked up all resource material from PSU library.
5/19	Mrs. Lisella Cosmetology	Teacher/Conference	Delivered completed slide/tape narration. All reading test results from late students were given to Mrs. Lisella. Reviewed project objectives with Mrs. Lisella to see if all tasks were completed.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
5/19	Mr. Hartzell	Teacher/Conference	Delivered 1980-81 Curriculum
Building Trade Maintenance			Guide for Carpentry PSU
			version. Delivered final
			portion of teaching packet on
			measurements & weight conver-
			sions. Reviewed all project
			objectives with Mr. Hartzell.
			Picked up all resource material
			owned by PSU library.
5/19	Mr. Grabowski	Teacher/Conference	Must gear lessons to slower
	Auto-Mechanics		students during related theory
			class so as not to lose student
			interest. Reviewed all project
			objectives with Mr. Grabowski.
			Picked up completed project
			work done by Mr. Grabowski.
			Very good ideas. Also picked
			up all resource material owned
			by PSU library.

Summary for Spring Term 1981-82

School Bradford County AVTS

Resource Person David Just

Date	Teacher	Description of Work	General Comments
5/19	Mr. Griffis	Teacher/Conference	Delivered personal copy for
	Carpentry		Mr. Griffis of 1980-81
			Curriculum Guide for Carpentry
			PSU version. Also career
			education pamphlets for class
			distribution. Reviewed all
			project objectives to make
			sure all materials were
			delivered.

Summary for Winter Term 1981-82

School Cumberland-Perry Vo Tech

Resource Person Kathy Williams

Date	Teacher	Description of Work	General Comments
3/30	Mr. Logan	Needs assessment	Concerned about motivation
3/30	Mr. Dick	Needs assessment/math scores	interested in credit
3/30	Miss Krichten	Needs assessment	grading/attitudes
3/30	Mr. Trozzo	Conference	identification of dis.
4/6	Mr. Koons	Conference	selection of teachers
4/6	Mr. Trozzo	Conference	identification of dis.
4/6	Mr. Landis	Needs assessment	no needs
4/6	Mr. Yinger	Needs assessment	no needs
4/6	Mr. Westhaver	Needs assessment	gave Wircenski's book identification
4/6	Mr. Wylie	Needs assessment	2 students-transition to work readability
4/6	Mr. Logan	Conference	films on safety, lesson on math with overheads
4/6	Miss Krichten	Conference	readability
4/6	Mr. Dick	Cont. needs assessment	wanted to know if this would count for CBTE cr.
4/13	Mr. Dick	Conference	No needs
4/13	Mr. Koons	Conference	Discussed project objectives
4/13	Miss Krichten	Conference	film, books on horticulture safety, grading/attitudes
4/13	Mr. Logan	Conference	planned to develop measuring lesson
4/13	Mr. Westhaver	Conference	Identification students with reading problems
4/13	Mr. Wylie	Conference	2 students - coop skills - developed lessons
4/20	Mr. Koons	Conference	Identify teachers
4/20	Mr. Westhaver	Conference	Readability

Summary for Spring Term 1981-82

School Cumberland-Perry Vo Tech

Resource Person Kathy Williams

Date	Teacher	Description of Work	General Comments
4/20	Miss Krichten	Conference	lesson plans
4/27	Mr. Logan	Conference	lesson plans
4/27	Mr. Wylie	Conference	Interviewed students
4/27	Mr. Westhaver	Conference	Lesson plans, revise handouts
4/27	Miss Krichten	Conference	Revise essay assignment
4/27	Miss Pisula	from LIU - advisory committee	
5/4	Mr. Logan	Conference ; oberservation of students	
5/4	Mr. Wylie	Conference	filmstrips and cassettes
5/4	Miss Krichten	Conference	grading - social problems
5/4	Mr. Westhaver	Conference	overhead revision
5/11	Mr. Westhaver	Reviewed curriculum materials in	school
5/11	Mr. Logan	Brief discussion	No needs
5/11	Mr. Wylie	Conference	Discussed students' Co-op interviews
5/11	Miss Krichten	Conference	Verbal class presentation
5/18	Mr. Wylie	Final Conference	Picked up materials
5/18	Mr. Koons	Final Meeting	Reviewed progress
5/18	Mr. Westhaver	Final Conference	Wanted more time, No further need
5/18	Miss Krichten	Final Conference	No further needs

APPENDIX E

Correspondence with Potential Project Sites

Huntington
Altoona
Brownstown
Bradford

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Dear

The Division of Occupational and Vocational Studies at The Pennsylvania State University would like to invite your school to participate in a Vocational Special Needs Service Project we will be offering this year. A complete project abstract is enclosed.

Purpose: An Instructional Resource Team from Penn State will visit your school to assist your vocational teachers in working with students who have an academic or economic disadvantage.

Cost: This service will be provided by The Pennsylvania State University through a federally funded project at no cost to your school or teachers. Participating teachers can, if they desire, enroll at Penn State for independent study credit, Graduate or Undergraduate. If teachers select this option they must pay regular tuition costs.

Format: Two or three members of the Instructional Resource Team from The Pennsylvania State University will visit your school one day each week to work with the vocational teachers of disadvantaged students. Examples of services performed might be: 1) Assisting the teacher to revise lesson plans, 2) Advising on curriculum changes, 3) Assisting in the establishment of a resource bank and, 4) Working on a one-to-one basis

with a disadvantaged student. The visits will begin in January and conclude in May.

What is Required of You:

1. By October, 1981 provide a list of the names and addresses of the teachers you want us to assist.

2. Notify these teachers that we will be contacting them to determine their needs.

A maximum of six vocational schools from the center region of Pennsylvania will be selected to participate. The final selection will be based upon the number of teachers, geographical location and coordination with University administration and staff schedules.

If you have any questions, please call Dr. Jerry Wircenski at (814) 863-2576.

Sincerely

Jerry L. Wircenski
Projector Director

Sincerely,

Norm Tilton
Projector Facilitator

JLW/NT/las

A B S T R A C T

Project: The Formulation of an Instructional Resource Team for the Training of Vocational Teachers of Disadvantaged Learners.

Dates: July 1, 1981 - June 30, 1982

Director: Dr. Jerry L. Wircenski

Objectives:

1. To select and train a three member instructional resource team for the delivery of in-service and pre-service training needs of teachers of disadvantaged learners.

2. To design and implement a field-based model for the pre-service training of certificate and/or degree students enrolled in the vocational teacher training program at The Pennsylvania State University.

3. To develop a practical model for the identification and utilization of community resources available to vocational teachers at two (2) selected center region vocational schools in the Commonwealth of Pennsylvania.

Procedures

The proposed project is unique in that it is designed to provide necessary instructional in-service activities directly to the vocational teacher of the disadvantaged in a one-on-one or one-on-small group mode through a trained resource team in the local school setting. In addition, the approach of utilizing an instructional resource team would enable certification and/or degree candidates an opportunity to work in a field-based model of pre-service training.

Who

In-service participants - up to 15 vocational teachers at each of 6 vocational schools in the center region of the Commonwealth maximum total - 90.

Pre-service participants - up to 10 certification or degree program enrollees per term, for two terms, maximum total - 20.

Telephone: 814/643-0951

HUNTINGDON COUNTY AREA
VOCATIONAL-TECHNICAL SCHOOL
P. O. BOX - E
MILL CREEK, PENNSYLVANIA 17060

October 15, 1981

Mr. Norm Tilton
Project Facilitator
The Pennsylvania State University
Division of Occupational and Vocational Studies
Rackley Building
University Park, Pa. 16802

Dear Mr. Tilton:

As requested during our recent phone conversation, the following is a list of instructors at our school who have expressed an interest in possibly participating in the Vocational Special Needs Service Project being offered at the Pennsylvania State University this year.

Mrs. Kathleen A. Wilson
Mr. James E. Smith
Mr. Elvin G. Summers
Mr. Preston F. Lamberson
Mr. William H. Barger Jr.
Mr. Terry L. Houck
Mr. Richard E. Hoover
Mrs. Kathryn J. Keith

We appreciate the opportunity to participate in this program and are looking forward to working with you.

Sincerely,

Robert W. Rowland,
Director

LANCASTER COUNTY AREA VOCATIONAL-TECHNICAL SCHOOLS

BROWNSTOWN *MOUNT JOY* *WILLOW STREET*

WILLOW STREET VO-TECH SCHOOL
1730 HANS HERR DRIVE
WILLOW STREET, PA 17584
TELEPHONE: (717) 464-2771

RALPH M. LAYMAN
Director

PETER K. UHLIG
Principal

CHARLES E. LANDIS
Coordinator

LLOYD R. SWARR
Coordinator

DAVID H. STUMPF
Guidance Counselor

JOHN G. BOWERS
Co-op & Placement Coordinator

October 19, 1981

Mr. Jerry L. Wircenski
Projector Director
Pennsylvania State University
Division of Occupational & Vocational Studies
Rackley Building
University Park, PA 16802

Dear Mr. Wircenski:

In reference to your letter of October 1, 1981, the following personnel are interested in your Vocational Special Needs Service Project:

Mrs. Peggy Reinhart, School Nurse

Home Address	School Address
113 N. Jackson Street Strasburg, PA 17579	Willow Street Vo-Tech School 1730 Hans Herr Drive Willow Street, PA 17584

Mrs. Barbara Titus, Food Trade Instructor

R. D. #1 Box 378 Mount Joy, PA 17552	Willow Street Vo-Tech School 1730 Hans Herr Drive Willow Street, PA 17584

Sincerely,

Peter K. Uhlig
Principal

BRADFORD COUNTY AREA

VOCATIONAL-TECHNICAL SCHOOL

R.D.1
TOWANDA, PENNSYLVANIA 18848
717-265-8111

October 20, 1981

Jerry L. Wircenski
Project Director
Vocational Special Needs
Service Project
Division of Occ. & Voc. Studies
The Pennsylvania State University
University Park, PA 16802

Dear Dr. Wircenski:

We have several members of our instructional staff that would be interested in working with you and your staff on the Vocational Special Needs Service Project. Seven of our nine staff members have expressed interest in the project.

BCAVTS is a small school (eight vocational programs and one special needs program) located in a predominately rural area. Many of our students (approximately 70-75%) could be classified as academically and/or economically disadvantaged. Some support is provided by special projects at the sending schools, but this is of a limited nature.

Please let me know if BCAVTS will be one of the six schools your team chooses to work with.

Sincerely,

James R. Kistler
Interim Director

JRK:jg

ALTOONA AREA
VOCATIONAL-TECHNICAL
SCHOOL

1500 FOURTH AVENUE · ALTOONA, PENNSYLVANIA 16603
(814) · 946 · 8455

Chief School Administrator
DR. CHARLES M. HILL

Director
DANIEL A. CLARK

November 2, 1981

Mr. Norman Tilton
Project Facilitator
The Pennsylvania State University
Division of Occupational and Vocational Studies
Rackley Building
University Park, PA 16802

Dear Norm:

This letter will inform you of our interest to participate in the project which you (Penn State) proposed with regard to assisting teachers of disadvantaged students.

Currently, the following programs in our school have disadvantaged students enrolled:

Building Construction - Donald Broadbent, Arthur Albright
Warehousing - Don Beichler, Fred Knab
Food Service - ~~Larry Lightner~~ Chef CLARK
Heavy Auto Mechanics - Robert Charles
Co-op

We look forward to working with you and your instructional/resource team.

Sincerely,

Clair Greene
Coordinator, Vocational Education

CG/sp

APPENDIX F

Student Announcement
Field-Based Preservice Model

-- ATTENTION STUDENTS --

GRADUATE OR UNDERGRADUATE

1. Become involved in actual teacher experiences.

2. Earn 1-3 independent study credits per term, winter and spring.

3. Work with instructional resource team in training vocational teachers to meet the challenge of teaching disadvantaged students.

4. Visit Vo-Tech schools throughout Central PA.

5. Travel fee possible for some students.

6. Excellent work experience for all future teachers.

CONTACT NORM TILTON OR DAVE JUST

ROOM 110E RACKLEY BUILDING

863-2579

APPENDIX G

Local School Administration Correspondence

ALTOONA AREA VOCATIONAL-TECHNICAL SCHOOL

1500 FOURTH AVENUE - ALTOONA, PENNSYLVANIA 16603
(814) - 946 - 8455

Chief School Administrator
DR. CHARLES M. HILL

Director
DANIEL A. CLARK

June 3, 1982

Dr. Jerry L. Wircenski
Pennsylvania State University
Rackley Building
University Park, PA 16802

Dear Dr. Wircenski:

As a follow-up to our recent participation in the Penn State Vocational Special Needs Service Project, I would like to offer the following observations:

1. The overall project was well coordinated by your staff, and they appeared to have things well in hand as they made their personal contact with our staff and students.

2. The materials e.g. handbooks, filmstrips, curriculum information, etc., along with the personal feedback we received will indeed be very helpful and constructive as we continue to deal with the special needs learner.

3. If a continuation of this project is in the making, consideration should be given to the amount of workload given to your field person. We believe that in our own case we were overly ambitious and tried to serve too many programs at one time.

Again, our staff reacted very positively to this project. We thank you, Norman Tilton, and David Just in particular for his effort and support in this worthy educational endeavor.

Sincerely,

Clair Greene
Coordinator, Vocational Education

CG/sp

ALTOONA AREA VOCATIONAL-TECHNICAL SCHOOL

1500 FOURTH AVENUE · ALTOONA, PENNSYLVANIA 16603
(814) - 946 - 8455

Chief School Administrator
DR. CHARLES M. HILL

Director
DANIEL A. CLARK

March 26, 1982

Dr. Jerry C. Wircenski
Project Director, Special Needs Service Project
Pennsylvania State University
Division of Occupational and Vocational Studies
Rackley Building
University Park, PA 16802

Dear Dr. Wircenski:

I would like to take this opportunity to tell you that the professional teaching staff as well as the secondary students here at the Altoona Area Vocational-Technical School benefited greatly by the experience they received via their recent participation in the Special Needs Service Project offered by the Division of Occupational and Vocational Studies at the Pennsylvania State University.

As you know, the university's resource person, Mr. David Just, worked in and with five different programs of study here at our school; namely, Building Construction, Transportation & Traffic Management, Food Service, Heavy Equipment Mechanics and Cooperative Education. I have received many favorable and positive comments from both staff and students, and I am confident the project met the established objectives outlined in the original proposal and subsequently approved by the advisory committee.

Overall, we are very well satisfied and appreciate the opportunity to cooperatively participate in this worthwhile endeavor, specifically helping to improve the delivery of instruction to the special needs learner.

Sincerely,

Clair Greene
Coordinator, Vocational Education

cc: Norman Tilton, Project Facilitator

CG/sp

THE WILLIAMSPORT AREA COMMUNITY COLLEGE

1005 West Third Street, Williamsport, Pennsylvania 17701, 717-326-3761

Williamsport Campus and Administrative Offices located in Williamsport 717-326-3761

Earth Science Campus located in Allenwood Montgomery Area 717-547-1661

Aviation Center located at Williamsport-Lycoming County Airport in Montoursville 717-326-3761

Sponsor School Districts:
Canton
East Lycoming
Jersey Shore
Keystone Central
Line Mountain
Midd-West
Mifflinburg
Millville
Montgomery
Montoursville
Northern Potter
Northern Tioga
Selinsgrove
South Williamsport
Southern Tioga
Sullivan County
Troy
Warrior Run
Wellsboro
Williamsport

Secondary Vocational Programs

April 12, 1982

Dr. Jerry L. Wircenski
Pennsylvania State University
110C Rackley Building
University Park, PA 16802

Dear Dr. Wircenski:

I would like to thank you and your Instructional Resource Team for the training of vocational teachers of disadvantated learners for a job well done! The team was very well received by our faculty. Your team members all had a good attitude and were helpful to our staff.

I believe your team met most of the objectives in the outline. It is not an easy task to go into a school and work with faculty the way your team did. They should be congratulated.

The only suggestion I have is that the team may be assigned to a school for a longer time so the students could benefit even more.

I would like to thank everyone involved in the project for including our school.

Sincerely,

William A. Holmes

William A. Holmes
Director of Secondary Instruction
Secondary Vocational Program

WAH/mlw
c: File

APPENDIX H

On-Site Training of Vocational Teachers of Disadvantaged Learners by Penn State

Center Update

Vocational Teacher Education
Professional Personnel Development

Vol. 3. No. 1 Fall 1981

On-Site Training of Vocational Teachers of Disadvantaged Learners by Penn State

A new and innovative project, under the direction of Jerry Wircenski, is underway in the Division of Occupational and Vocational Studies at The Pennsylvania State University. The project will form an instructional resource team for the training of vocational teachers of disadvantaged learners. This project is funded through the Pennsylvania Department of Education. Other project members include Norm Tilton, Dave Just, and Kathy Williams.

Since the passage of P.L. 94-482 in 1976, increased emphasis has been placed on mainstreaming disadvantaged learners into vocational programs. These new demands upon the vocational educators require them to be able to identify specific learning problems of the disadvantaged learner. They also must be able to alter or adapt curriculum materials, resources, or instructional strategies to meet these student's needs.

The instructional resource team will be selected and trained to work with vocational teachers of economically or academically disadvantaged learners. This project is unique because this team will be aiding the teachers in their own classrooms at no cost.

During fall term, the project assistants will be visiting vocational education classes at Penn State to recruit twenty students enrolled in the certification and/or degree program to work in the local schools with the resource team as non-paid volunteers. This experience will enable these prospective vocational teachers to be more effective as vocational teachers of the disadvantaged. Students may enroll for 1 to 3 credits for their efforts.

During winter and spring terms, the instructional resource teams will be traveling one day per week to the selected schools in the center region of Pennsylvania to work with teachers. The teams will be working with each vocational teacher in his/her own school setting where his/her daily instructional and student learning problems can best be identified and served.

Another element of this project will be the development and implementation of a community resource model for teachers of disadvantaged learners. This model will consist of a detailed listing and description of community resources and services available to the disadvantaged student or to the vocational teacher of the disadvantaged. These resource models will be provided in two selected AVTS' service units.

Norm Tilton
David Just

APPENDIX I

Professional Development Forms

Winter 1981-82

Altoona
Brownstown
Huntingdon
Williamsport

Spring 1982

Bradford
Cumberland-Perry

PROFESSIONAL DEVELOPMENT FORM

School Altoona AVTS Participant Teachers of Disadv. Students Position Vocational Teachers

Dates	Hours	Presenter	Description of Training	Impact of Training
12/4/81	8-4	David Just	The following tasks, relating to teachers working with disadvantaged students, were completed with the identified teachers of this school:	Mr. Albright
12/11	8-4	David Just		Mr. Broadbent
12/18	8-4	David Just		Mr. Beichler
1/8/82	8-4	David Just	1- Determined reading levels of textbooks and other teaching materials	Mr. Knob
1/15	8-4	David Just	2- Assisted in finding teaching materials	Mr. Lightner
1/22	8-4	David Just	3- Assisted in finding school resources	Mr. Clark
1/29	8-4	David Just	4- Assisted with math problems	Mr. Charles
2/5	8-4	David Just	5- Helped to revise unit and lesson plans	
2/12	8-4	David Just	6- Assisted in finding community resources	
2/19	8-4	David Just	7- Assisted with reading problems	
			8- Provided films	
			9- Developed teaching strategies	
			10- Discussed identification of learning problems	
			11- Discussed identification of disadvantaged learners	
			12- Arranged for guest speakers	
			13- Discussed teacher aide packets	
			14- Developed transparencies for ruler measurement	
			15- Administered Cloze readability level tests to students	
			16- Discussed gearing competency-based lesson objectives to disadvantaged students	
			17- Developed liquid and dry measurement charts	
			18- Provided correlation of student reading levels to textbook readability levels	

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NOTE: This form should be completed and included in the final report for all staff development activities.

PROFESSIONAL DEVELOPMENT FORM

School Altoona AVTS Participant Teachers of Disadv. Students Position Vocational Teachers

Dates	Hours	Presenter	Description of Training	Impact of Training
(continuation)		David Just	19- Developed transparencies for mesurement 20- Assisted in development of visual work sheets 21- Provided career education materials 22- Assisted in developing slower-paced lesson plans	

NOTE: This form should be completed and included in the final report for all staff development activities.

PROFESSIONAL DEVELOPMENT FORM

School Lancaster-Brownstown AVTS Participant Teachers of Disadv. Students Position Vocational Teachers

Dates	Hours	Presenter	Description of Training	Impact of Training
11/18/81	8-4	Kathy Williams	The following tasks, relating to teachers working with disadvantaged students were completed with the identified teachers of this school:	Mr. Blyler
12/2	8-4	Kathy Williams		Ms. Levy
12/16	8-4	Kathy Williams	1- Assisted in revising unit and lesson plans	Mr. Chambers
12/22	8-4	Kathy Williams	2- Assisted in identifying reading problems	Mr. Lucas
1/6/82	8-4	Kathy Williams	3- Assisted in identifying math problems	Mr. Lapi
1/20	8-4	Kathy Williams	4- Provided teaching resources	Mr. Hertler
2/3	8-4	Kathy Williams	5- Discussed delivery methods	Mr. de Cheubell
2/10	8-4	Kathy Williams	6- Discussed identity of disadvantaged students	
2/17	8-4	Kathy Williams	7- Performed readability tests of textbooks and other teaching materials	
2/23	8-4	Kathy Williams	8- Assisted in finding in-school resources	
			9- Conducted library research	
			10- Discussed student attitudes and motivational factors	
			11- Assisted in developing course objectives	
			12- Discussed peer tutoring techniques	
			13- Discussed oral testing of disadvantaged students	
			14- Discussed grading methods	
			15- Discussed vocabulary on tests	
			16- Assisted in developing safety lessons	
			17- Assisted in developing simplified tasks with more repetition	

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NOTE: This form should be completed and included in the final report for all staff development activities.

PROFESSIONAL DEVELOPMENT FORM

School Bradford County AVTS Participant Teachers of Disadv. Students Position Vocational Teachers

Dates	Hours	Presenter	Description of Training	Impact of Training
3/17/82	8-4	David Just	The following tasks, relating to teachers working with disadvantaged students, were completed with the identified teachers of this school:	Ms. Toni DiAntonio
3/24	8-4	David Just		Mr. Craig Griffis
3/31	8-4	David Just		Mr. Ron Hartzell
4/7	8-4	David Just	1- Provided resource materials 2- Discussed use of resource materials	Ms. Brenda Webster
4/14	8-4	David Just	3- Performed readability level of textbooks	Mr. Leo Grabowski
4/21	8-4	David Just	4- Discussed student reading levels	Mrs. Helena Lisella
5/5	8-4	David Just	5- Assisted in testing of students' readability levels (Cloze Procedure)	
5/12	8-4	David Just	6- Provided safety films	
5/19	8-4	David Just	7- Loaned curriuclum guides 8- Did correlation of student reading levels and textbook readability level 9- Assisted in developing student learning activities packets 10- Reviewed and discussed competency-based lesson plans 11- Discussed slow down of presentations for the disadvantaged 12- Developed transparencies for measurement learning 13- Provided curriculum films 14- Developed slide/tape narrations 15- Assisted in developing lesson plans 16- Assisted in developing individualized instruction for disadvantaged students 17- Developed visual aids 18- Provided career education materials	

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NOTE: This form should be completed and included in the final report for all staff development activities.

PROFESSIONAL DEVELOPMENT FORM

School Cumberland-Perry Vo Tech Participant Teachers of Disadv. Students Position Vocational Teachers

Dates	Hours	Presenter	Description of Training	Impact of Training
3/30/82	8-4	Kathy Williams	The following tasks, relating to teachers working with disadvantaged students, were completed with the identified teachers of this school:	Mr. Logan
4/6	8-4	Kathy Williams		Mr. Dick
4/13	8-4	Kathy Williams		Miss Krichten
4/20	8-4	Kathy Williams	1- Methods of motivating disadvantaged students	Mr. Trozzo
4/27	8-4	Kathy Williams	2- Identified grading methods	Mr. Landis
5/4	8-4	Kathy Williams	3- Affecting attitudes of students 4- Methods of identifying disadvantaged	Mr. Yinger
5/11	8-4	Kathy Williams	5- Transition-to-work readability	Mr. Westhaver
5/18	8-4	Kathy Williams	6- Safety films	Mr. Wylie
			7- Planned to develop measuring lesson	
			8- Identified students with reading problems	
			9- Developed co-op skill lessons	
			10- Revised lesson plans	
			11- Revised handouts	
			12- Revised essay assignment	
			13- Discussed social problems	
			14- Reviewed curriculum materials	
			15- Discussed co-op interviews	
			16- Reviewed verbal class presentation	

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NOTE: This form should be completed and included in the final report for all staff development activities.

PROFESSIONAL DEVELOPMENT FORM

School Williamsport AVTS Participant Teachers of Disadv. Students Position Vocational Teachers

Dates	Hours	Presenter	Description of Training	Impact of Training
12/14/81	8-4	William Wade	The following tasks, relating to teachers working with disadvantaged students, were completed with the identified teachers of this school:	Ms. Bassler
12/21	8-4	William Wade		Mr. Schriner
1/7/82	8-4	William Wade	1- Helped to find school resources	Mr. Filipdowski
1/11	8-4	William Wade	2- Assisted with reading problems	Mr. Potter
1/18	8-4	William Wade	3- Assisted with math problems	Mr. Roadarmel
1/25	8-4	William Wade	4- Assisted in finding teaching materials	Mr. Yaudes
2/1	8-4	William Wade	5- Explained teaching strategies	
2/8	8-4	William Wade	6- Provided films and film catalogs	
2/15	8-4	William Wade	7- Identified learning problems	
2/22	8-4	William Wade	8- Conducted library research	
			9- Helped revise unit and lesson plans	
			10- Determined reading levels of textbooks and other teaching materials	
			11- Assisted in rewriting tests	
			12- Provided resource materials for math exercises	
			13- Discussed identification of disadvantaged	
			14- Discussed learning problems	

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NOTE: This form should be completed and included in the final report for all staff development activities.

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PROFESSIONAL DEVELOPMENT FORM

School Huntington Co. AVTS Participant Teachers of Disadv. Students Position Vocational Teachers

Dates	Hours	Presenter	Description of Training	Impact of Training
12/19/81	8-4	Barbara Wade	The following tasks, relating to teachers working with disadvantaged students, were completed with the identified teachers of this school:	Ms. Wilson
12/16/	8-4	Barbara Wade		Mr. Summers
1/6/82	8-4	Barbara Wade	1- Conducted library research	Mr. Houck
1/13	8-4	Barbara Wade	2- Assisted in developing teaching strategies	Ms. Keith
1/20	8-4	Barbara Wade	3- Assisted in finding school resources	Mr. Barger
1/27	8-4	Barbara Wade	4- Assisted with reading problems	Mr. Lambertson
2/10	8-4	Barbara Wade	5- Assisted in finding teaching materials	Mr. Smith
2/15	8-4	Barbara Wade	6- Provided films and film catalogs	Ms. Hill
			7- Discussed methods of identifying learning problems	
			8- Assisted with math problems	
			9- Determined readability level of textbooks	
			10- Provided resource material for machine modification	
			11- Assisted with planning	
			12- Assisted with preparation of transparencies	
			13- Discussed student behavior problem and solutions	
			14- Conducted verbal exams	
			15- Provide VICA materials	
			16- Discussed identification of disadvantaged learners	
			17- Discussed teacher liability	
			18- Assisted in developing grading methods	

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NOTE: This form should be completed and included in the final report for all staff development activities.

PROFESSIONAL DEVELOPMENT FORM

School Huntington Co. AVTS Participant Teachers of Disadv. Students Position Vocational Teachers

Dates	Hours	Presenter	Description of Training	Impact of Training
(continued)		Barbara Wade	19- Discussed vocabulary skill development 20- Reviewed test materials 21- Discussed individualized instruction 22- Assisted with student attitude development	

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NOTE: This form should be completed and included in the final report for all staff development activities.